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ABSTRACT

North Carolina's migrant education program adequately met its 1977-78 objectives focusing on program continuity, summer and regular term programs, Migrant Student Record Transfer System (MSRTS), programs for formerly migrant children, and staff development. Evaluation was based on MSRTS data, test results, on-site monitoring, and local education agency evaluations. A total of 13,309 interstate, intrastate, and formerly migrant students (mostly black) were served by 40 regular term and 26 summer programs. Four regular term programs were new. Most regular term programs served the elementary level, and emphasized individualized instruction in mathematics and language arts. Supporting services were limited. Summer programs met both instructional and supportive needs. At the elementary level, language arts, reading, and mathematics were stressed. Secondary programs focused on occupational and prevocational instruction. Supporting services included health and food services, transportation, and recreation. Results of statewide testing indicated that although migrant students improved their reading and math skills they were still below state averages on all tests at all levels. During 1977-78 there was increased interagency coordination and cooperation especially in the provision of supporting services. Staff development included workshops on reading, math, cultural arts, and MSRTS. Recommendations were made for local and state program management. (SB)

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1978 MIGRANT EDUCATION

State Evaluation Report

MIGRANT EDUCATION SECTION/DIVISION OF COMPENSATORY EDUCATION
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

KG 011877

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PREFACE

This is the twelfth annual migrant education program evaluation report. When the first of these evaluation reports was prepared, the State Director compiled a summary of information submitted by the LEAs. This compilation of information submitted to the U. S. Office of Education indicated that there were migrant education projects operating in 12 LEAs. These 12 projects served a total of 548 migrant children at an expenditure of $120,545.

The years between that first report and this report have been years of growth in the program and service to migrant children. The number of LEAs conducting special programs for migrant children has increased by a factor of three. There are presently 40 LEAs in the state which are conducting migrant projects. More important than the number of projects operating in the state are the number of children being served and the level of service they are receiving. These aspects of the program have increased tremendously, for now we are reporting more than 13,000 children enrolled in the program, and expenditures have reached more than three and a half million dollars.

Along with the growth of the program, changes in program administration and operation have taken place. Some of these changes involved the evaluation of the program. For two years the evaluation of the program was conducted under a contract with the Learning Institute of North Carolina. Following that it was carried out through an agreement between the migrant education section and the Division of Research in the Department of Public Instruction. Eventually the cycle made its complete round and the total responsibility of preparing the annual evaluation report was shifted back to the migrant education section where it was in the beginning.

This if the fifth year since the full responsibility of preparing the annual evaluation report was shifted back to the state migrant office. It is also the fifth year since the responsibility for preparing the local project evaluation reports was shifted to the local project director.

Information in this annual report relates to the 1977-78 school term projects and the 1978 summer projects. The information has been consolidated into one report in order to meet the federal requirements of an annual evaluation report. Every effort has been made to include all essential information while at the same time restricting the size of the report to that which is necessary to fulfill the federal requirements and make a maximum contribution to the improvement of future migrant education programs.

The contributions of Arch Manning and Dan Pratt are acknowledged with appreciation. It was through their careful review of local project activities activities, knowledge of the impact of the local projects on the education of migrant children, and analysis of the local project evaluation reports that determinations could be made relating to the degree to which the local projects met their objectives. They were also involved in selecting and describing the noteworthy and exemplary components of the projects in which they worked.

Special recognition if given to Y. A. Taylor for the work he did in compiling the information contained in this annual evaluation report and for organizing this tremendous volume of information so that it could be presented in a meaningful document.

Gratitude is also expressed to Beatrice Criner for her assistance in editing the manuscript and to Ellie Wren and Jewell Jeffreys for their work in typing and binding the publication.

Robert E. Youngblood

November, 1978

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PROGRAM CRITIQUE

The priorities, in rank order, of the state migrant education program are:

1. Program continuity
2. Summer programs for interstate and intrastate migrant children
3. Regular school term programs for interstate and intrastate migrant children
4. Staff development activities
5. Migrant Student Record Transfer System
6. Programs for formerly migratory children

These priorities are met through the implementation of approximately 60 projects which are administered indirectly through local educational agencies. During the entire process related to delivering services to the migrant children, the state migrant office provides assistance and consultation. The major steps in providing educational services to the migrant include identification, recruitment, project development, project operation and project evaluation.

Program continuity ranks highest among the priorities in the North Carolina migrant education program. This priority was met through various strategies which included several efforts to coordinate the program in North Carolina with those in other states. The state was represented at the East Coast Regional Workshop at which 21 east coast states cooperated in the development of strategies to deliver some degree of continuum to the migrant child's instructional program.

Other examples of the interstate cooperation which have a bearing on the continuity of programs for interstate migrants can be cited as a result of the participation of the State Director and migrant staff personnel in national and regional conferences on migrant education.

Projects conducted during the summer for interstate and intrastate migants have the second priority in the North Carolina migrant education program. During 1978 twenty-six (26) LEAs offered services to these students. These projects had the following advantages over the regular school term projects: more adequate school facilities; better trained instructors; more available equipment and materials; more flexibility of scheduling, fewer curriculum restrictions; more positive community support, and more coordination with community agencies.

Regular school term projects are the third priority of the state migrant programs. Approximately 8,800 migrant students were served in 40 LEAs during the 1976-77 school year. These students were scattered throughout at least 100 separate schools. The mere logistics of delivering supplemental services to eligible students during the regular term is a determining factor of project design. Instructional services were rendered to students by all regular term projects. Each 1978 project used teachers or paraprofessionals (tutors/aides) for supplementary individual or small group instruction in areas of deficiency.

The majority of the projects emphasized remedial reading. Where well established Title I reading projects also served the migrant students, mathematics was a frequent offering. On the basis of needs assessment, projects provided instruction in social science and natural science in their offerings.

All of the local project evaluation reports indicated the successful attainment of a majority of their objectives (see Tables X and XI). This determination was based upon a large number of instruments which were used to document progress. Monitoring reports, achievement test scores, news releases, minutes of meetings, schedules of staff activities, and other instruments were all used to document the attainment of the project objectives.

Analysis of test results indicates an increase in achievement as compared to reported gains in previous years. It is apparent that much emphasis was placed on recruitment and enrollment of children in migrant education projects during 1977-78. There was an increase in the number of children served during both the regular school term and the summer term. This increase in enrollment was due in part to the initiation of three new projects during the year. The total enrollment figures would have been even higher if several counties with concentrations of migrant children had not declined to provide special services and projects for them.

During the regular school term some of the instruction was provided within the regular classroom. In most instances, however, the migrant teacher or tutor worked with individuals or small groups of students in areas set aside for this purpose. There was quite a range in the quality of facilities available for these activities -- from shared office space to elaborately equipped learning labs. Lack of suitable instructional space was the most common weakness reported in the program. Occasionally the time required for the tutor to travel between schools was reported as a weakness.

Other problems cited as deterrents to successful programs were the lack of trained personnel to work in the project, the lack of parental interest and involvement in the educational program for the children, and the laxity observed in following the procedures and requirements of the Migrant Student Record Transfer System.

Some clerks had a tendency to accululate a large number of student records before transmitting them to the terminal operators. Some records were transmitted with careless errors and incomplete update information on academic and supportive services received by the children.

Factors most often mentioned as project strengths were favorable teacher-pupil ratios individualized instruction, and the cooperation of other agencies in providing for the supportive needs of the migrant families.

The staff development activities sponsored by the state migrant office were a significant factor in the success of the local projects. During the regular school term, workshops were sponsored to improve the competencies of the teachers and tutors in the areas of reading and mathematics. The summer staff development efforts concentrated on reading, mathematics and cultural arts. Other staff

development activities sponsored by the state migrant office included sessions for record clerks and project directors in the procedures of the Migrant Student Record Transfer System.

In addition to the State-sponsored workshops, each LEA project included some locally planned in-service education for their staff. The end result of these staff development activities has been the improvement of the local projects and better services to the migrant children who have been enrolled in the program.

The cooperation between the State migrant office and the LEAs is one of the strong points of the program. The services provided through the migrant consultants has resulted in a strong bond between the SEA and the LEAs and an outstanding rapport with local project administrators and school officials. This understanding and cooperation has made it possible to bring about necessary changes in local project designs with a minimum amount of confusion and frustration.

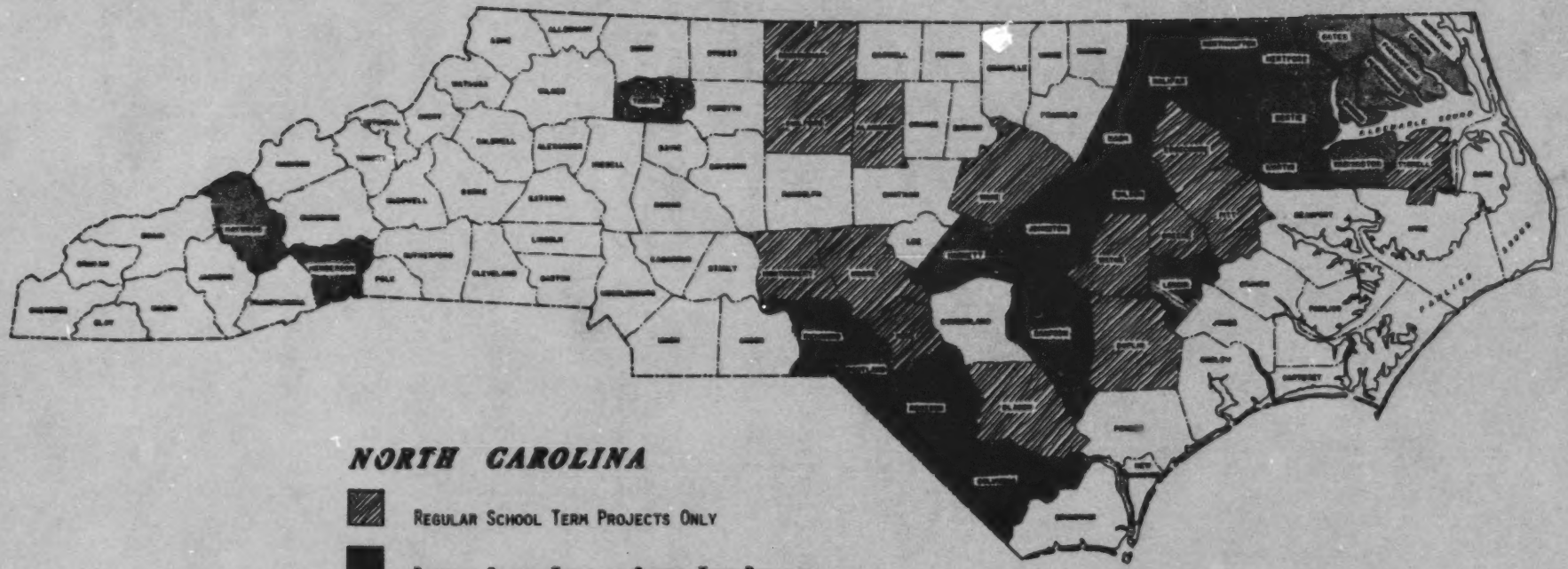
One example of cooperation between the state migrant office and the LEA is through the use of cassette recordings of the highlights of the local evaluation report. The local staff has an opportunity to respond to the comments made in the evaluation report and file these comments with the state office. This open line of communication and feedback system helps to strengthen the relationships betwen the SEA and LEA.

Snother example of the cooperation between the State migrant office and the LEAs was the support of the State Migrant Parent Advisory Committee. This organization was formed during 1976 and has played an important role in gaining parent support for the program since that time.

One of the most significant accomplishments of the state program was the cooperation with other agencies to provide supporting services to the migrant education program. Through this cooperation the Migrant and Seasonal Farm Workers Association provided a limited number of teachers, tutors and home-school liaison personnel to work in the migrant education programs.

FIGURE 1

LOCATION OF MIGRANT EDUCATION PROJECTS


NORTH CAROLINA
REGULAR SCHOOL TERM PROJECTS ONLY
REGULAR SCHOOL TERM AND SUMMER TERM PROJECTS
SUMMER TERM PROJECTS ONLY

1/

CHAPTER I

INTRODUCTION

For several years the evaluation of the North Carolina Migrant Education Program and its individual projects was done cooperatively by the LEA personnel and the state office. The LEA supplied the information on the local projects and the state office prepared both the individual local project reports (approximately 30) and the annual summary evaluation report of the total North Carolina migrant education program. Each year involvement of the local project personnel has increased. Beginning in 1974 the primary responsibility for evaluating the local migrant projects became the responsibility of the local project directors. These local project evaluation reports were based upon the project objectives and the evaluation design approved in the local project application. The state migrant education section continued its responsibility of preparing the evaluation report for the State migrant program.

Although procedures have been subject to change, the goals of the evaluations conducted by the migrant education section have remained nearly constant. The first goal has always been to use evaluation procedures and findings to stimulate improvement in the educational offerings for the migrant children and youth who visit North Carolina. The second goal has been to collect and process all information necessary to fulfill federal and state evaluation requirements.

In previous years a significant number of local project personnel were used to assist in the evaluation of a project other than their own. Although this intervisitation among the projects provided some information which could be used in the evalutaion report, its greatest benefits were in the staff development area and in the exchange of program information. Therefore, this practice of intervisitation as an evaluation tool was discontinued in 1975.

Although the total evaluation process is planned to support the first goal of evaluation, the delay in preparation and printing of the final report makes it difficult to implement immediate changes in project operations based upon the published findings. On-site conferences provide immediate feedback to the local project directors, however, and recommendations for strengthening the project may be transmitted even before the evaluation report is completed.

Since there is some delay in the production of the annual evaluation report, and since a very small percentage of the North Carolina project staff members work in the migrant program on a year-round basis, a dissemination technique was needed so that all staff members would have the opportunity to become aware of the results of the project evaluation without an extended delay. Since 1972, this need has been satisfied through the use of cassette tapes. A tape containing the highlights of the project evaluation is delivered to the local project director or LEA contact person who then assembles those members of the migrant staff who were employed in the migrant project. They listen to the tape and record their own reactions to the evaluation report. This procedure aids in dissemination of information and provides feedback to the state office.

The LEA project director has ultimate responsibility for collection of much of the evaluation data which is required in order to satisfy regulations and guidelines. Consequently, each director is responsible for the accurate completion of enrollment forms, migrant student record transfer system information, test data, and an annual project evaluation. This information is submitted to the state migrant education office where information is summarized and data is analyzed. Copies of the annual state evaluation report, along with appropriate documentation, are bound and submitted to the U. S. Office of Education.

CURRENT EVALUATION PROCEDURES

Prior to beginning evaluation planning a set of state program objectives was developed. This set of objectives supports the national program goals of migrant education while specifically reflecting North Carolina emphases. The local project objectives included in the local project applications were developed in harmony with the state program objectives while reflecting specific local emphases and project activities.

The consultants who assisted the local project personnel in the preparation of their project applications emphasized two standards for LEA objectives: (1) local project objectives should be supportive of the state objectives, and (2) they should be measurable by an objective instrument or a recognized subjective technique.

The local project evaluation report was prepared by the local project director who submitted it to the state migrant office. The state consultant for the project reviewed the evaluation report and other information on file in the state office relating to the project. A judgement was made as to the degree to which each project objective was achieved and this judgement was compared with that contained in the local evaluation report. Any discrepancies between the two assessments were noted.

For the summer project evaluation, the state continued to conduct two full-day on-site visits to each project during the peak operational periods. The visits were conducted by the state consultants, and findings made during the visits were shared with the project staff.

The annual state evaluation report was prepared after collecting appropriate data from the Migrant Student Record Transfer System and reading and processing all available information from local projects. Among the most significant sources were project evaluations, test data, monitoring reports. As in previous evaluations, the basic comparison used here is the comparison of program (and project) outcomes with the objectives approved in the project applications.

Attainment of the state objectives is dependent, at least in part, upon the successful attainment of the objectives of the local projects. State objective attainment is described in Chapter II.

INTERAGENCY COOPERATION

A part of the effort to serve migrant children in North Carolina is the cooperation of the State Education Agency with other agencies which have responsibilities for serving migrants. The Migrant Education Section is represented on the State Advisory Committee on Services to Migrants. This organization meets six times a year for the purpose of sharing information and planning effective,cooperative activities within the respective role of each member agency in order to meet more effectively the needs of the migrant families who come to North Carolina to harvest our crops. The director of the State migrant education program serves as chairman of this interagency committee.

NATIONAL PROGRAM GOALS

Goals for the national program have been developed. These are the foundation for the total operation of the migrant education activities. State objectives are developed with these goals in mind and local project activities lend their support to them. The national program goals are to:

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

7. Develop in each program a component of interstate and intrastate communications for exchange of student records, methods, concepts and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

STATE OBJECTIVES

In developing projects at the local level, each LEA is free to establish its own project objectives, but is held responsible for supporting the State objectives which are as follows:

1. To assist in the identification and enrollment of migrant children and youths in the migrant education projects.

2. To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of migrant children.

3. To promote activities designed to advance the migrant child's social growth and group interaction skills.

4. To provide for a program of supporting services in the areas of medical, dental, nutritional, and social services for migrant children.

5. To provide technical and consultant services in the planning, operation, and evaluation of local migrant projects.

6. To provide for the extension of total services to migrants through interagency cooperation and coordination.

7. To provide supplementary programs of instruction to improve the occupational skills of migrant youths.

8. To promote the active involvement of migrant parent advisory councils in the local migrant education projects.

9. To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.

10. To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education.

11. To promote interstate cooperation and program continuity for migrant children.

12. To provide opportunities for supporting personnel to improve their competencies through appropriate training.

13. To evaluate the academic and social progress of migrant children in the local projects on the basis of objective and subjective data.

14. To promote fiscal management procedures commensurate with legislative requirements and program guidelines.

15. To provide for appropriate dissemination of program information.

PRIORITIES OF THE STATE PROGRAM

The priorities of the State Migrant Education Program are as follows (listed in descending order):

1. Program continuity

2. Summer programs for interstate and intrastate migrants

3. Regular school term programs for interstate and intrastate migrants

4. Staff development activities

5. Migrant Student Record Transfer System

6. Programs for formerly migratory children

CLASSIFICATION OF MIGRANTS

For purposes of this report the migratory children are classified as interstate, intrastate and formerly migratory. These categories of migratory children are defined as follows:

INTERSTATE MIGRANT - A child who has moved with a parent or guardian within the past year across state boundaries in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

INTRASTATE MIGRANT - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

FORMERLY MIGRATORY - A child who has been an interstate or intrastate migrant as defined above but who, along with his parents or guardian, has ceased to migrate within the past five years and now resides in an area in which a program for migratory children is provided.

Identification and recruitment of students for migrant education projects is extremely important. Adequate time for travel and an agressive school employee seem to be key ingredients. In many projects the Rural Manpower Service representative is quite helpful. It should be recognized, however, that many eligible migrants are not associated with crews which are registered with the Rural Manpower Service. In these cases it is the responsibility of the LEA to use any or all of the other resources available to recruit and enroll the eligible migrant children. Since there are no guarantees that excellent recruitment efforts will result in enrollments, it is necessary to emphasize recruitment on all occasions.

PROGRAM DEVELOPMENT

Prior to the beginning of the 1977-78 school term and again before the beginning of the 1978 summer migrant projects, State migrant education consultants and the local education agencies having or expecting an influx of migrant children made a survey within the LEAs and gathered data from available sources in the local unit to determine the number of eligible migrant children who might be enrolled in an educational program. After this information was compiled, a consultant from the Migrant Education Section met with LEA personnel and assisted in developing the project proposals to be carried out by the local units.

The project activities were based upon an assessment of the needs of the migrant children identified, programs already in operation in the LEA which had a bearing upon these needs, and availability of personnel to conduct a successful project. Objectives for each project were developed so that some measure of the impact of the migrant education project could be determined.

Development of the project application included consideration of evaluation design and plans for disseminating project information.

Regular school term projects were developed so that they would supplement the services which were available to the migrant children from the regular state supported school operations, local sources and other Federal programs. Activities were planned to meet the special needs of the migrant children which were not being fully met.

Summer projects for migrant children were generally the only school programs in operation during the summer months. Accordingly, they could focus directly on the most urgent needs of the migrant children. They emphasized language arts and mathematics but were also oriented toward enrichment, development of positive self-image and the improvement of physical health and emotional maturity.

STATE PROGRAM MANAGEMENT

After the project activities and project budget were developed, the application was submitted to the State Migrant Office where it was reviewed by the fiscal affairs section and an educational reviewing committee. Modifications were made if necessary and the applications were approved and funded. The project review and approval in the State Migrant Office were generally accomplished

within a few days from the date the project was received.

The resulting basic pattern of services to migrant students was relatively stable, with the instructional services in both regular term and summer projects responsive to the identified needs. Regular term projects always supplemented the State curriculum and were generally planned while keeping in mind Title I services available to eligible migrants. Summer projects were considerably more inclusive, especially in the area of supportive services. Vocational training and exposure to career information formed the core of summer school offerings for migrant students of secondary school age.

During the operation of the projects by the local school officials, a consultant from the State Migrant Education Section with assigned responsibilities made periodic monitoring visits to the LEA. For summer term projects there was a minimum of two monitoring visits in each project, and each regular school term project was monitored at least four times. The purpose of the monitoring visits was to check on the effectiveness of recruiting efforts, review administrative requirements and procedures, evaluate the instructional program, and encourage the use of all available resources in providing for the needs of the migrant children.

During the 1977-78 school year, migrant education projects were conducted in thirty-nine (39) local school administrative units (see table I). Of these, fifteen did not operate summer migrant education projects for various reasons; insufficient concentration of migrants in the area during the summer, lack of available qualified staff, etc.

In 1978, the joint LEA-SEA surveys resulted in the establishment of three new projects. Some of the areas showed no concentration of migrant families; in others there were strong indications that significant numbers of migrants were or would be in the area. In some instances, the State Migrant Education Office was unable to prevail upon the local school officials to establish a program to serve the eligible children. Figure I indicates the effectiveness of the surveys in identifying the presence of migrant children and establishing projects to serve them.

NEW PROJECTS

Four new projects were developed in North Carolina this year. After LEA-SEA surveys, projects were planned, funded and initiated in Wake and Wayne Counties. A joint project serving Rockingham and Guilford Counties was also initiated during the 1977-78 school year.

STAFF DEVELOPMENT ACTIVITIES

The state of North Carolina was represented at the East Coast Regional workshop in Boston, Massachusetts in February, 1978. Individuals at this workshop participated in activities designed to provide interstate continuity in the education of migratory children and greater efficiency in the administration of migrant education programs.

TABLE I

NORTH CAROLINA'S 1978 MIGRANT EDUCATION PROGRAMS

LEAs Having Regular Term Projects Only	LEAs Having Regular and Summer Term Projects
Alamance County	Bertie County
Bladen County	Camden County
Duplin County	Chowan County
Edgecombe County	Columbus County
Greene County	Gates County
Hoke County	Halifax County
Montgomery County	Harnett County
Moore County	Haywood County
Pitt County	Henderson County
Rockingham/Guilford	Hertford County
St. Pauls City	Johnston County
Tyrrell County	Lenoir County
Wake County	Martin County
Wayne County	Maxton City
	Nash County
	Northampton County
	Pasquotank County
	Perquimans County
	Red Springs City
	Richmond County
LEA Having Summer Term Project Only	Robeson County
	Sampson County
Yadkin County	Scotland County
	Washington County
	Wilson County

One session of this workshop was used to present a dramatization of "Migrant Education on Trial." This dramatic production was staged by North Carolina migrant project personnel with interstate cooperation from selected participants from other states. It explored the functioning of the migrant education program and its impact on the migrant children it serves.

One of the staff development efforts undertaken by the State migrant office was the upgrading of teaching skills in mathematics. Two workshops were conducted by mathematics specialists. More than two hundred teachers and aides attended these workshops which were conducted in Benson and Williamston.

Evaluation of these workshops indicated that ideas presented at the workshops were new to approximately one-third of the workshop participants. Only 17% of the workshop participants indicated that they were already using techniques introduced at the workshop and 80% indicated that the techniques could be used or adapted for use in their classrooms.

When asked to rate the overall effectiveness of the workshops on a scale from one (1) to ten (10) where a rating of one (1) indicated "Poor" and ten (10) indicated "Excellent," the scores assigned by the participants ranged from two (2) to ten (10) with the mean rating of 8.6.

The State migrant office also sponsored two reading workshops during the year. These workshops were conducted by reading specialists selected because of their ability to relate to the problems of disadvantaged children. Evaluation of these workshops indicate that they were successful. The participants in the workshops graded their effectiveness on a scale from 1 to 10. The mean rating on the 10 point scale was 8.6.

The staff development activity which affected the greatest number of migrant staff members in North Carolina was the three-day workshop conducted at Raleigh, North Carolina. More than 300 professional and para-professional local migrant project staff members from the LEAs conducting summer projects were in attendance. The workshop emphasized the use of innovative and effective teaching techniques in the area of reading, mathematics, cultural arts and the requirements of the Migrant Student Record Transfer System. Instruction was provided for nurses, home-school coordinators and other supporting personnel. Exemplary programs certified by the Dissemination Review Panel were also presented to the workshop participants.

The workshop was planned by the State migrant staff with consultant help from local project personnel. Specialists and consultants from the Department of Public Instruction and outstanding teachers and administrators from the local migrant projects and other LEAs in the State were used as consultants and discussion leaders in the workshop.

Each phase of the workshop was evaluated by the program participants. The overwhelming response to the workshop was positive. Negative comments were rare. The evaluation of the workshop was based on more than three hundred (300) responses from professional and paraprofessional project personnel

who submitted their personal evaluations of the workshop.

STATE PROGRAM EMPHASIS

The state migrant office continues to give attention and supervision to program manag ment, local surveys to identify migrant children, monitoring of local projects, staff development activities, parent advisory committee functions, and assessment of administrative effectiveness. Efforts and attention in these areas have resulted in the most effective migrant program ever to be conducted in North Carolina.

CHAPTER II

FINDINGS

CHILDREN SERVED

During the 1977-78 school year migrant education projects were operated in 40 local educational agencies. These projects enrolled 1,995 interstate migrants, 2,175 intrastate migrants, and 4,689 formerly migratory students.

Twenty-six local education agencies operated migrant education projects during the summer of 1978. Enrollment in these programs included 1,447 interstate migrants, 1,151 intrastate migrants and 1,952 formerly migratory students.

Of the 13,309 children served under this program during the 1978 fiscal year, 3,342 were interstate migrants, 3,326 were intrastate migrants and 6,641 were formerly migratory. Enrollment figures indicate that a larger percentage of interstate migrants were served during the summer, and enrollment of intrastate migrants was higher during the regular school term. Secondary school enrollments were higher during the regular school term. This is probably because the secondary school youths are involved in farming operations during the summer and choose not to enroll in a school program.

Although no statistics were maintained on enrollment by ethnic groups, a recent survey of the enrollments in the LEAs indicates that approximately 79% of the migrant children served were black, 7% were American Indians, 6% were white and 8% were Spanish-speaking Americans. None of these children were enrolled in non-public schools. All the migrant education projects in North Carolina were operated through local public school agencies.

GRADE PLACEMENT

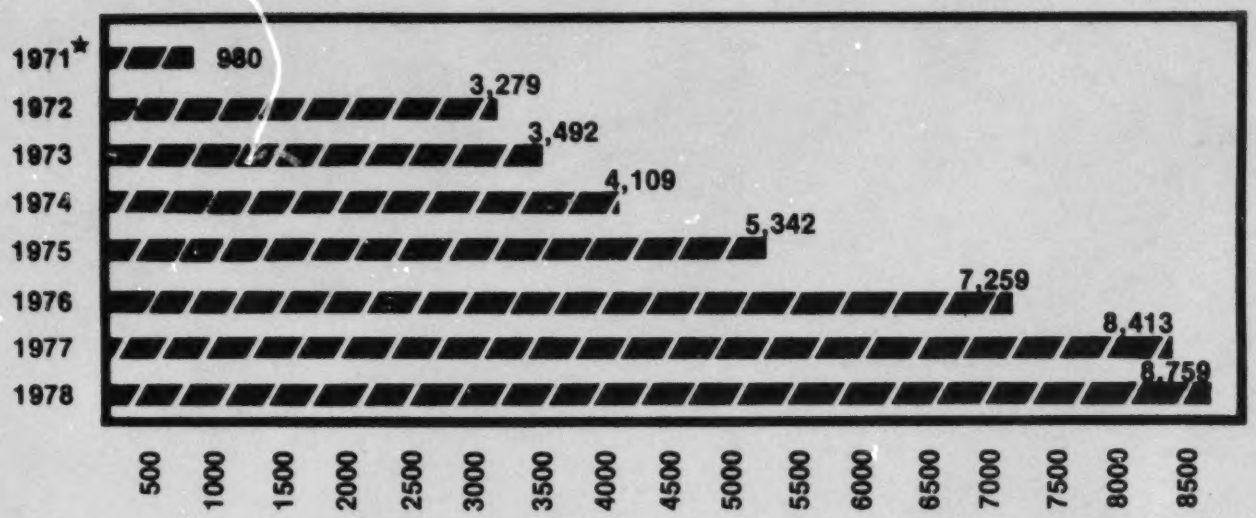
Grade placement for secondary school students in summer migrant projects was no problem since the activities were essentially ungraded. Students from ages 14 to 20 received the same vocational and cognitive instruction. In the regular school term programs the children in both the elementary and secondary schools were placed in classes with other children according to their ages and previous progress as indicated by school records or teacher opinion.

During the summer projects the local project administrators generally placed the elementary school children in groups based upon age, physical maturity and emotional development according to the teacher's best judgement and available records. Since the instruction in the summer projects was largely individualized, there was considerable range in grade placement, and instruction within each group was based upon age, remedial needs, physical development and peer associations.

FIGURE II

REGULAR SCHOOL TERM MIGRANT ENROLLMENTS

1971 - 1978

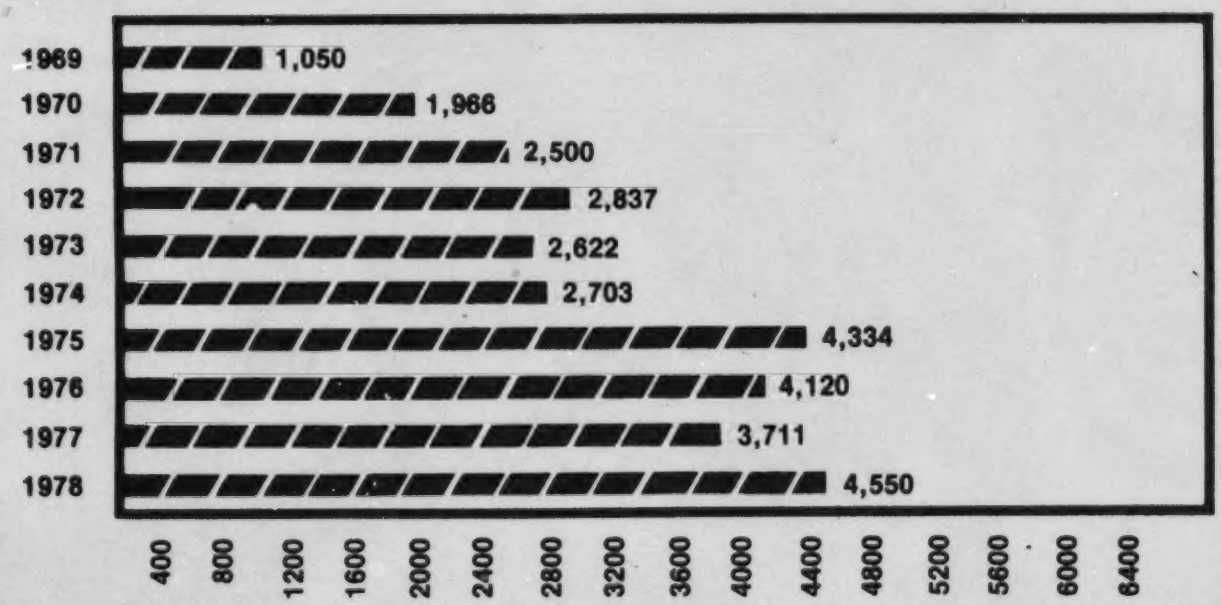


*Estimated from LEA Data

FIGURE III

SUMMER TERM MIGRANT ENROLLMENTS

1969 - 1978



INSTRUCTIONAL ACTIVITIES

Projects were conducted for migrant children at both the elementary and secondary school levels. While most of the regular school term programs primarily served elementary school children, there were a few secondary school students enrolled in the program. Instruction for these students was directed primarily toward meeting their specific needs as identified in the individual needs assessment.

The emphasis in the regular school term projects was in supplementing and reinforcing instruction in language arts and mathematics for elementary school children. Supportive services in these projects were held to a minimum since these needs were generally taken care of through other sources of funding. A minimal amount of health and social services were provided, however, when other sources of funding were inadequate or unavailable.

During the regular school term the instructional phase of the migrant projects was essentially tutorial in nature. Teachers and aides were employed to work with the migrant children on an individual basis. The classroom teacher assessed the deficiencies of migrant children and prescribed, sometimes in combination with the migrant teacher, the instruction to be performed by the tutor.

As far as possible, the summer term projects were planned so that they would meet the primary instructional needs of the students as well as their secondary supportive needs. Secondary school students were involved in prevocational and occupational instruction, while the primary emphasis in the elementary school was in language arts, reading and mathematics. All projects recognized the need for recreation and the improvement of self-image.

During the summer migrant projects the instruction varied from tutorial to large group activities. The summer migrant projects were conducted at school sites and the children were transported to the school in school buses. Most of the time instruction in the projects was in small groups or on an individualized basis. Some activities were suited to large group instruction.

In the regular school term projects there was considerable coordination between the migrant project activities and other school programs. Since migrant projects are typically small, Title I directors are often responsible for the coordination and administration of the migrant program. Title I also supports the migrant program through the local inservice activities as well as health services when these services are provided by Title I. In all projects the locally funded supporting services are available to the migrant students.

Except for migrant education projects, summer school operations are relatively rare in North Carolina. Two projects, Camden County and Haywood County, still operated a Title I Program. Basically, however, the coordination during the summer is limited to the provision of facilities, equipment, and materials, some training and services by LEA personnel who are employed 12 months, and the involvement of the school principals.

TABLE II

SUMMER MIGRANT PROJECT SCHEDULES

LEA	Daily Schedule	Staff Hours Per Day	Total Days Operated
Bertie	8:30 a.m. - 3:30 p.m.	7	30
Camden	8:00 a.m. - 12:00 noon	4	25
Chowan	7:00 a.m. - 1:00 p.m.	6	31
Columbus	3:30 p.m. - 7:30 p.m.	4	31
Gates	8:15 a.m. - 11:30 a.m.	3.25	25
Halifax	8:00 a.m. - 2:30 p.m.	6.5	30
Harnett	7:30 a.m. - 3:30 p.m.	8	25
Haywood	8:00 a.m. - 3:30 p.m.	7.5	36
Henderson	8:00 a.m. - 4:00 p.m.	8	33
Hertford	8:00 a.m. - 2:00 p.m.	6	30
Johnston	8:00 a.m. - 4:00 p.m.	8	30
Lenoir	5:00 p.m. - 11:00 p.m.	6	30
Martin	8:00 a.m. - 3:00 p.m.	7	28
Maxton	7:00 a.m. - 1:30 p.m.	6.5	26
Nash	8:00 a.m. - 4:00 p.m.	8	25
Northampton	7:30 a.m. - 3:30 p.m.	8	26
Pasquotank	8:00 a.m. - 4:00 p.m.	8	29
Perquimans	8:00 a.m. - 2:00 p.m.	6	25
Red Springs	7:45 a.m. - 1:45 p.m.	6	25
Richmond	8:00 a.m. - 3:00 p.m.	7	31
Robeson	8:00 a.m. - 3:00 p.m.	7	30
Sampson	8:30 a.m. - 3:30 p.m.	7	32
Scotland	8:00 a.m. - 2:00 p.m.	6	26
Washington	8:00 a.m. - 5:00 p.m.	9	27
Wilson	7:45 a.m. - 3:00 p.m.	7.25	34
Yadkin	8:00 a.m. - 1:00 p.m.	5	20

SUPPORTING SERVICES

During the regular school term, supporting services were severely limited because of the emphasis on instruction to supplement existing programs and the conscious effort not to supplant any available services with migrant funds.

Summer migrant projects were generally the only activities in operation in the LEAs, making it necessary for the migrant project to place more value on the supporting services required in order to make the project successful. In most cases the summer migrant projects provided transportation, food services, health services and recreation. A majority of the projects also provided some clothing. In some cases the clothing was donated by social service organizations and in other cases it was purchased with project funds.

One of the State services which supports the successful operation of the migrant program was the record transfer system. Each LEA participated in the system by sending student data to the teletype terminal operators for transmission to the Migrant Student Data Center in Little Rock, Arkansas.

The Northeast Regional Education Center served as a support base for the migrant education projects. In addition to serving as the teletype terminal location for the Migrant Student Record Transfer System, it also serves as a repository for professional education films which were available on a free loan basis to LEAs for use in their migrant education staff development efforts.

The purchase of equipment under the migrant project was held to a minimum. Only that equipment which could be shown to be essential to the success of the instructional program was approved for purchase. Each LEA was required to maintain an inventory of equipment purchased under previous migrant projects. Items of equipment were transferred from one LEA to another when they were no longer used for the purpose for which they were intended in the LEA which purchased them.

COORDINATION WITH OTHER PROGRAMS

Throughout the migrant education projects in North Carolina there was a high degree of coordination and cooperation with other agencies. This was strongly encouraged through the regular meetings of the State Advisory Committee on Services to Migrants. During 1978 the State Migrant office was represented on this state-wide interagency coordinating committee. Other agencies represented on this committee are:

North Carolina AFL-CIO

Farmer's Home Administration

Migrant and Seasonal Farm Workers Association, Inc.

Church Women United

Employment Security Commission of North Carolina
Rural Employment and Training Service

North Carolina Agricultural Extension Service

North Carolina Department of Administration
Human Relations Council

North Carolina Department of Agriculture
Food Distribution Division

North Carolina Department of Community Colleges

North Carolina Department of Human Resources
Division of Health Services
Migrant Health Services
Sanitary Engineering Section
Division of Mental Health Services
Division of Social Services
Division of Vocational Rehabilitation

North Carolina Department of Justice
Office of Attorney General

North Carolina Department of Labor

North Carolina Office of Employment and Training

North Carolina Economic Opportunity
Office and Community Action Agencies

In addition to the above named agencies, meetings of the committee are regularly attended by representatives from the Governor's office and personnel from local migrant councils and local community action agencies.

STAFF UTILIZATION

The regular school term migrant education projects in 40 LEAs employed a full time equivalent of 203.94 staff members. The pattern of staffing is indicated by Table VII. The number and responsibilities of the program staff of the summer migrant projects is indicated on Table VIII. Figures on these tables represent both full-time and part-time positions and are reduced to full-time equivalent staff positions. Non-professional supporting personnel such as bus drivers, janitors and lunchroom workers have been included in these tables.

Table IX provides information on the instructional staff-pupil ratio for the 26 summer projects. Teacher-pupil rations are not reported for regular school term projects as they could be very misleading without a consideration of schedules and pupil contact times.

COMMUNITY INVOLVEMENT

Community involvement in the regular school term migrant projects showed a marked increase over past years. This is contributed to several factors, among them the activities of the State Migrant Parent Advisory Committee and the impact that this committee had on the local projects.

Another factor which has resulted in effective community involvement is the assignment of the responsibility for making home visits to a member of the migrant project staff. Where the local project charged one or more persons with this responsibility, home-school coordination, recruitment and general community interest in the project has been improved.

Nurses, home-school coordinators, liaison aides, social workers, supervising principals, instructional personnel and individuals from other agencies serving migrants played an important part in soliciting involvement from the community agencies as well as cooperation from the parents of the migrant children.

During the summer projects in 1978, many of the local projects took advantage of the availability of personnel from Migrant and Seasonal Farm Workers Association. They used this personnel to assist in carrying out the instructional phase of the program. These teachers, aides and clerks worked under the supervision of the LEA project director, but were paid through the Migrant and Seasonal Farm Workers, Incorporated. This was an outstanding example of interagency coordination and cooperation.

Also, during the 1977-78 program year the migrant education section cooperated with the Migrant and Seasonal Farm Workers Association by providing for the record keeping requirements of their day care centers through the already established Migrant Student Record Transfer System.

Local advisory committees have been established in each area served by a migrant education project. The State Advisory Committee assisted the local councils in their work through annual regional or statewide meetings. Information was shared and plans developed that enabled each agency to use its resources to the maximum benefit of the greatest number of migrants.

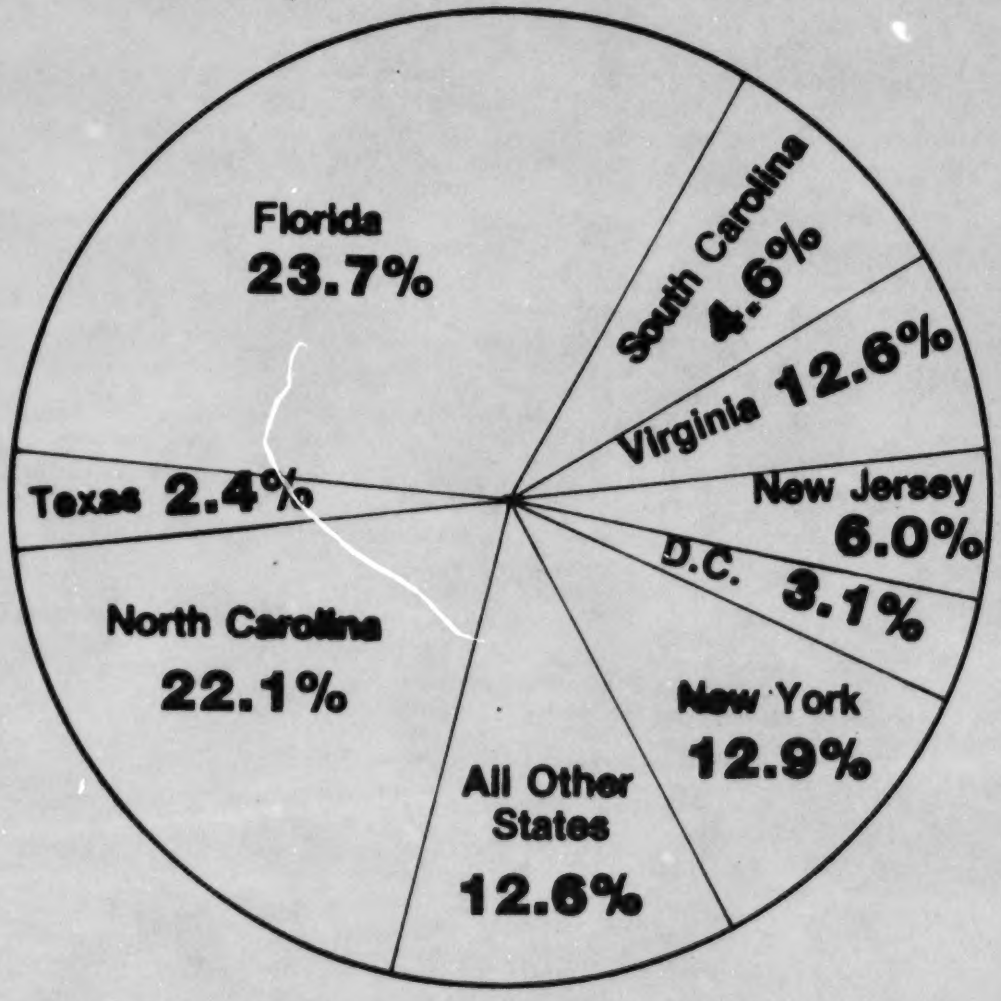
Field trips served as one medium for encouraging parent and community involvement in project activities. The use of volunteers from the community on field trips had some tendency to carry over into other aspects of the program.

Some of the summer migrant projects had excellent community involvement as indicated by the number of adult volunteers other than migrant parents who donated their services to making the local project a success. These volunteers served as instructors, instructional aides, lunchroom workers or as resource individuals to enrich the experiences of the migrant children.

FIGURE IV

Home - Base of Interstate Migrants★

Regular School Term 1977 - 1978



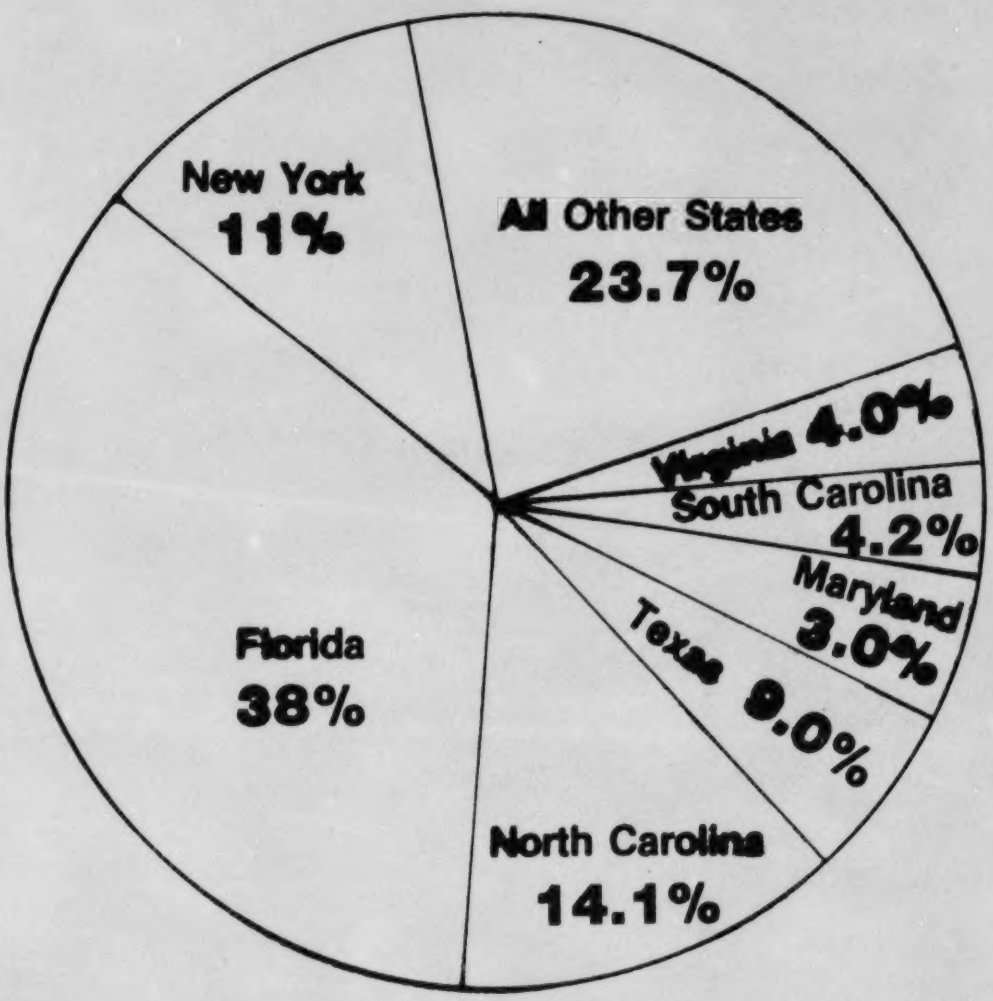
Total Interstate Migrant Enrolled - 1,895

★Based upon information from the Migrant Student Record Transfer System.

FIGURE V

Home - Base of Interstate Migrants★

Summer - 1978



Total Interstate Migrants Enrolled - 1,447

★ Based upon data from the Migrant Student Record Transfer System.

TABLE III

ENROLLMENT SUMMARY BY MIGRANT STATUS*

REGULAR SCHOOL TERM - 1977-78

LEA NAME	STATUS 1	STATUS 2	STATUS 3	STATUS 4	STATUS 5	STATUS 6	TOTALS
Alamance County	2	43	68	0	0	0	113
Bertie County	40	31	141	0	2	0	214
Bladen County	25	46	39	0	0	0	110
Camden County	24	19	16	0	8	0	67
Chowan County	30	25	87	2	2	11	157
Columbus County	224	148	442	0	0	0	814
Duplin County	39	155	155	0	0	0	232
Edgecombe County	1	43	202	0	0	0	246
Gates County	51	7	123	0	0	0	181
Greene County	19	46	140	0	0	0	205
Guilford County	14	29	29	0	0	0	72
Halifax County	93	90	180	0	0	0	363
Harnett County	23	60	101	0	0	0	184
Haywood County	68	17	50	0	0	0	135
Henderson County	189	6	7	0	0	0	202
Hertford County	62	51	221	0	0	0	334
Hoke County	7	10	67	0	0	0	84
Johnston County	170	62	78	0	0	0	310
Lenoir County	26	69	151	0	0	0	246
Martin County	37	35	76	0	0	0	148
Montgomery County	1	22	96	0	0	0	119
Moore County	15	47	101	0	0	0	163
Nash County	120	118	148	0	0	0	386
Northampton County	69	69	111	0	0	0	249
Pasquotank	24	58	73	0	0	0	155
Perquimans County	30	18	91	1	0	1	141
Pitt County	16	52	179	5	0	0	252
Richmond County	13	28	393	0	0	0	434
Robeson County	58	172	204	0	0	0	434
Maxton City	10	137	91	0	0	0	238
Red Springs City	1	103	200	0	0	0	304

TABLE III (Continued)

ENROLLMENT BY MIGRANT STATUS*

REGULAR SCHOOL TERM - 1977-78

LEA NAME	STATUS 1	STATUS 2	STATUS 3	STATUS 4	STATUS 5	STATUS 6	TOTALS
St. Pauls City	9	45	106	0	0	0	160
Rockingham County	9	16	4	0	0	0	28
Sampson County	173	41	129	0	0	0	343
Scotland County	29	149	254	0	0	0	432
Tyrrell County	9	2	24	0	0	7	48
Wake County	20	113	14	0	0	0	147
Washington County	61	23	11	0	0	0	95
Wayne County	3	46	16	0	0	0	65
Wilson County	74	23	52	0	0	0	149
TOTALS	1,887	2,157	4,670	8	18	19	8,759

*Status 1 = Agriculture/interstate
Status 2 = Agriculture/intrastate
Status 3 = Agriculture/formerly migratory
Status 4 = Fishing/interstate
Status 5 = Fishing/intrastate
Status 6 = Fishing/formerly migratory

TABLE IV

ENROLLMENT SUMMARY BY MIGRANT STATUS

SUMMER SCHOOL TERM - 1978

LEA NAME	STATUS 1	STATUS 2	STATUS 3	STATUS 4	STATUS 5	STATUS 6	TOTALS
Bertie County	18	17	134	0	0	0	169
Camden County	36	22	16	0	0	0	79
Chowan County	13	6	36	5	1	5	66
Columbus County	245	113	218	1	0	0	577
Gates County	16	0	52	0	0	0	68
Halifax County	75	156	155	0	0	0	386
Harnett County	23	46	77	0	0	0	146
Haywood County	34	12	51	0	0	0	97
Henderson County	74	4	7	0	0	0	85
Hertford County	47	44	157	0	0	0	248
Johnston County	199	23	66	0	0	0	288
Lenoir County	14	46	98	0	0	0	158
Martin County	30	33	70	0	0	0	133
Nash County	71	21	89	0	0	0	181
Northampton County	27	64	98	0	0	0	189
Pasquotank County	46	25	87	0	0	0	158
Perquimans County	14	3	40	0	0	0	57
Richmond County	21	19	128	0	0	0	168
Robeson County	33	165	94	0	0	0	292
Maxton City	11	142	39	0	0	0	192
Red Springs City	4	96	78	0	0	0	178
Sampson County	194	15	18	0	0	0	227
Scotland County	17	38	83	0	0	0	138
Washington County	43	14	41	0	2	0	100
Wilson County	96	19	9	0	0	0	124
Yadkin County	40	0	6	0	0	0	46
TOTALS	1,441	1,143	1,947	6	8	5	4,550

*Status 1 = Agriculture/Interstate
Status 2 = Agriculture/Intrastate
Status 3 = Agriculture/Formerly Migratory
Status 4 = Fishing/ Interstate
Status 5 = Fishing/Intrastate
Status 6 = Fishing/Formerly Migratory

INTERSTATE PLANNING

One of the activities which indicates the interstate coordination of the North Carolina Migrant Education Program with similar projects and programs in other states was the Eastern Regional Migrant Education Conference held in Boston, Massachusetts. The State Director of Migrant Education served on the program planning committee for this conference which brought together migrant program personnel from 21 states, and four members of the state migrant staff served as program presenters during the conference. In addition to this involvement, personnel from local projects planned and presented the feature of the last general session of this conference. During this presentation personnel from many of the other states represented at the conference were actively involved in the program of activities. Each LEA operating a migrant education project complied with all regulations and procedures of the National Migrant Student Record Transfer System.

National conferences for State Directors and other program personnel were conducted during the year and were of some value in publicizing program information and administrative requirements. The State Director participated in these conferences and disseminated relevant information from them within the state.

ATTAINMENT OF STATE OBJECTIVES

Although some of the state goals and objectives are not stated in specific measurable terms, each was attained to a greater or lesser extent. Progress toward meeting these objectives is evident by the reports of monitoring visits to the LEA s by the State migrant consultants. These regular monitoring visits by the State consultants along with the activities sponsored and conducted by the State Migrant Education Office is the basis for the judgement that each state objective was met as indicated below.

1. *To assist in the identification and enrollment of migrant children and youths in the migrant education projects.*

   This objective was fully attained as indicated by the identification and enrollment of 13,309 children in the migrant education projects during 1977-78. Of this number, 312 were enrolled in LEA s which had new migrant education projects.

2. *To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of the migrant children.*

   This objective was fully met as indicated by the fact that the State Migrant Consultants worked with LEA personnel in the development of 39 projects serving 40 LEAs during the regular school term and 26 projects during the summer which offered instruction in the basic disciplines.

TABLE V

NUMBER OF CHILDREN SERVED BY AGE AND GRADE*

Regular School Term 1977-78

Grade	Age 4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
12													5	53	154	60	21	293
11											1	5	81	186	62	17	2	354
10											3	129	206	96	25	11	1	471
9									1	17	126	247	149	52	7	5	1	605
8								4	26	184	352	189	55	9	1			820
7							1	23	181	368	189	56	11	4				833
6						2	32	211	404	192	51	12	3					907
5					3	33	218	358	173	50	14	4						853
4				5	33	236	409	174	42	7	4							910
3			3	45	227	359	159	32	6	2								833
2		2	30	235	365	139	29	2	4									806
1		32	235	328	105	7	2	3										712
K	53	140	147	16	3	3												362
Total	53	174	415	629	736	779	850	807	837	820	740	642	510	400	249	93	25	8,759

*Based upon information from the Migrant Student Record Transfer System. The figures reflect children in ungraded classes and children classified as educable or trainable mentally retarded attending special classes.

TABLE VI

NUMBER OF CHILDREN SERVED BY AGE AND GRADE*

Summer Term - 1978

Grade	Age 4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
12													3	6	10	6	5	30
11												4	19	25	9	4		61
10											3	36	44	19	7	6		115
9									2	15	57	69	36	14				193
8								6	18	83	125	52	7					291
7							5	21	107	151	59	9						352
6						7	30	141	180	76	10							444
5					4	32	134	192	80	17								459
4				5	28	174	215	90	15	6								533
3			3	40	199	198	70	11	1									522
2		4	46	191	223	67	10	3	1									545
1		39	220	186	56	4												507
K	99	247	145	7														498
Total	99	290	414	429	510	482	466	464	406	348	254	170	109	64	26	16	5	4,550

*Based upon information from the Migrant Student Record Transfer System.

3. *To promote activities designed to advance the migrant child's social growth and group interaction.*

This objective was fully attained as indicated by the fact that (a) a part of the summer staff development workshop was devoted to cultural arts, and the local projects included cultural arts and/or social adjustment among their project activities.

4. *To provide a program of supporting services in the area of medical and dental health, nutrition and social services for migrant children.*

This objective was fully attained as indicated by the fact that LEA Projects included these supporting services among their activities.

5. *To provide technical and consultant services in the planning, operation, and evaluation of local migrant projects.*

This objective was fully met as indicated by approximately 200 monitoring visits which were conducted in the local migrant projects by the migrant consultants. On each of the monitoring visits by a state consultant the project records and reports were checked; certification of eligibility forms were reviewed; attention was given to the coordination of the migrant project with other school programs; parent advisory committee involvement was noted; and recommendations for improving the operation of the project or keeping it functioning according to the project proposal were made.

6. *To provide for the extension of total services to migrants through interagency coordination and cooperation.*

This objective was fully met as indicated by the cooperation of the Migrant Education Section with the Migrant and Seasonal Farm Workers Association in making additional personnel and services available to the eligible migrants. There was a high degree of cooperation with the State Advisory Committee on Services to Migrants. During a portion of the time covered by this report, a member of the State migrant education staff served as chairman of this state level committee.

7. *To provide supplementary programs of instruction to improve the occupational skills of migrant youths.*

This objective was substantially met. During the period covered by this report local projects provided instruction in occupations. Two of those projects were conducted after normal school hours in order to make it more convenient for the migrant youths to attend.

8. *To promote active involvement of parent advisory councils in the local migrant education projects.*

This objective was fully met. One of the items noted during the state consultants' monitoring visits was the activity of the local PACs. It should also be noted that a State Migrant Parent Advisory Committee was active in its support of the program during the past year.

9. *To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.*

This objective was fully met. Records from the Migrant Student Data Center in Little Rock indicates that there was a total of 13,440 records processed through the system.

10. *To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and in-service education.*

This objective was fully met as indicated by five (5) major state-sponsored staff development workshops for instructional personnel during the period covered by this project.

11. *To promote interstate cooperation and program continuity for migrant children.*

This objective was fully met as indicated by the state's participation in interstate conferences and workshops. Personnel from out-of-state were used as consultants in workshops conducted in North Carolina.

12. *To provide opportunities for supporting personnel to improve their compentencies through appropriate training.*

This objective was met through the instruction provided to school record clerks and other support personnel. Record clerks were instructed in the requirements and procedures of the record transfer system at the summer migrant education workshop and on an individualized basis during the year as it was deemed necessary.

13. *To evaluate the academic and social progress of the migrant children in the local projects on the basis of objective and subjective data.*

This objective was fully met as indicated by the test data presented in this evaluation report and the narrative information submitted by the LEAs on file with the state migrant education office.

14. *To promote fiscal management procedures commensurate with legislative requirements and program guidelines.*

This objective was fully met. Each project was monitored during its operation, and the fiscal accounting was reviewed by the State Consultant. In all cases fiscal management followed the state requirements and program guidelines.

15. *To provide for appropriate dissemination of program information.*

Dissemination of program information was afforded through the publication and distribution of Migrant Matters, the annual evaluation report and two slide tape programs which were produced during the program year.

There were many strategies included in carrying out the functions required to meet the state objectives. These strategies were developed into a calendar of activities and projected over the fiscal year. The strategies planned and the progress toward the completion of the activities and events related to them are as follows:

1. Monitoring LEA projects - This responsibility was carried out throughout the year. Each regular school term project was visited at least four (4) times by a state consultant and each summer term project was monitored at least twice.

2. Supervising MSRTS transactions in North Carolina - This responsibility was carried out throughout the year. The MSRTS operations were under the supervision of one of the state consultants and were carried out by three teletype terminal operators. All state consultants monitored this aspect of the program at the LEA level.

3. Providing technical assistance to the LEAs - This responsibility was carried out by the state program coordinator and three state consultants. Technical assistance was provided throughout the year as required.

4. Assisting in the identification of migrant children - Each of the state consultants assisted in the identification and recruitment of migrant children throughout the year. This is manifested by the establishment of three new projects. One staff member was employed during the year who will devote a major portion of his time to this function.

5. Disseminating program information - Program information was disseminated periodically through the publication of Migrant Matters.

6. Assisting in the planning of regular school term projects - This responsibility was carried out by the state consultants during the months of July and August, 1977.

7. Reviewing regular school term projects - This process was carried out by the migrant office staff and accountants in the fiscal section. Regular school term projects were reviewed during the months of July and August.

8. Evaluating program activities - Evaluation of program activities was a continuing process. Some evaluations were made each time a state consultant monitored an LEA project. Each staff development workshop sponsored by the SEA was evaluated and the results of those evaluations are included in Chapter I of this annual evaluation report. The most sustained period of concentration in evaluating program activities, however, was from the period of June through September when the annual state evaluation report was compiled.

9. Planning language arts workshops - This was a major activity which was carried out by the state migrant staff and representatives from LEAs during September and October.

10. Conducting language arts workshops - Two reading workshops were conducted in November. Outstanding educators from LEA's in North Carolina and consultants from other states were used as program presenters in these workshops.

11. Planning mathematics workshops - Two workshops in mathematics were planned during November, December and January. The planning was conducted by the state migrant staff and staff members from the Division of Mathematics, Department of Public Instruction.

12. Conducting mathematics workshops - The two mathematics workshops emphasized metric measurements. Mathematics specialists and supervisors of mathematics education from North Carolina and professors of mathematics in the North Carolina University system were used as consultants in these workshops.

13. Planning summer staff development activities - Planning for staff development activities for the summer programs began in March. Division heads in the Division of Reading, Mathematics and Cultural Arts participated in this planning along with members of the state migrant staff and representatives from the LEAs.

14. Reviewing summer project applications - The review process for summer project applications began in April and was completed in May. The state migrant staff and the ESEA Title I fiscal section were involved in the review process.

15. Conducting staff development activities for summer project staffs - A staff development workshop was conducted during June for the summer project staff members. Topics which received attention were reading, mathematics, cultural arts, administrative requirements and MSRTS.

TABLE VII

LEA STAFF*

REGULAR TERM 1977-78

LEA	Directors - Coordinators	Teachers	Instructional Aides/Tutors	Nurses - Social Workers	Record Clerk	Other Program Personnel
Alamance County		1.00	1.00		.50	
Bertie County			6.00		.30	
Bladen County	.05	1.00	.25		.25	
Camden County			3.00	.40		
Columbus County	.25	2.00	10.00		.25	2.00
Duplin County	.06	3.00	3.00		.50	
Edenton-Chowan	.05	2.00	2.00	.50	1.00	
Edgecombe County	.05	4.00			.25	.75
Gates County	.05	1.00	4.00			
Greene County	.10	3.00			.60	.90
Guilford County		1.00			1.00	
Halifax County	.05	2.00	5.00	.25	.75	
Harnett County	1.00	2.00		1.00	.90	1.00
Haywood County		2.00	1.00			
Henderson County		3.00			1.00	
Hertford County	.05	2.00	6.00		1.00	
Hoke County			1.00		1.00	
Johnston County	1.05	1.00	4.00			
Lenoir County	.30	2.00	3.40		.30	
Martin County			2.00	1.00		
Maxton City	.10	4.00			1.00	
Montgomery County	.10	1.00	.50	1.00	.50	
Moore County		1.00	1.00			
Nash County	.05	3.00	8.00		.30	
Northampton County	.05	4.00			1.00	1.00

TABLE VII (Continued)

LEA STAFF*

REGULAR TERM 1977-78

LEA	Directors - Coordinators	Teachers	Instructional Aides/Tutors	Nurses-Social Workers	Record Clerk	Other Program Personnel
Pasquotank County	.06	3.00		1.00		
Perquimans County	.05	1.00	1.00			
Pitt County	.15	5.00	1.00			
Red Springs	.20	4.00			.50	
Richmond County	.07	6.00		.15	1.00	1.00
Robeson County		6.00	1.00		1.00	1.00
Rockingham County	.10	1.00			1.00	
Sampson County	.10	5.00				
St. Pauls City	.20	2.00	2.00		.50	
Scotland County		4.00	.50	1.00	.50	
Tyrrell County	.10	2.00		.50		
Wake County		2.00	2.00			
Washington County	.05	1.00	1.50		.50	
Wayne County	1.00	1.00			.50	
Wilson County	1.00		8.00			
TOTALS	6.44	88.00	78.15	6.80	16.90	7.65

*Full-time equivalent positions reported in the local evaluation report.

TABLE VIII

LEA STAFF*

Summer - 1978

	Director/ Coordinator	Teachers	Aides	Nurses-Social Workers	Record Clerks	Other Personnel
Bertie County	.75	5.00	6.00	1.00	.25	.75
Camden County	.60	1.80	1.80	.60	.60	1.80
Chowan County	1.00		3.00	.50		1.00
Columbus County	1.25	18.00	21.00		3.25	13.00
Gates County	1.42	1.50				2.68
Halifax County	.30	14.00	16.00	2.00	.75	8.00
Harnett County	1.00	8.00	4.00	1.00	1.00	
Haywood County	1.00	5.00	.50		1.00	5.00
Henderson County	2.00	3.00	2.00			2.40
Hertford County	1.05	9.00	9.00	1.00	1.00	7.50
Johnston County	1.05	6.50	5.00	1.00	1.00	3.00
Lenoir County	1.00	6.75	3.45			.75
Martin County	.05	3.00	3.00	1.00		2.67
Maxton City	1.10	14.00	6.00			2.00
Nash County	.15	9.00	10.00		.50	5.50
Northampton County	1.00	9.00	7.00		1.00	2.00
Pasquotank County	1.10	10.00	9.00	1.00	1.00	2.00
Perquimans County	.05	5.00	1.00		1.00	6.34
Red Springs City	.50	11.00	13.00		1.00	3.25
Richmond County	.10	7.00	6.00	1.00	1.00	
Robeson County	1.00	14.00	1.00		.60	4.00
Sampson County	.25	11.00	4.50	.50	1.00	5.50
Scotland County	1.00	7.00	2.00		1.00	1.00
Washington County	1.00	5.75	7.00	.50	1.00	3.00
Wilson County	1.00	7.50	7.00	1.50	1.00	4.25
Yadkin County	.50	3.00	2.00		.60	2.50
Totals	21.22	194.80	150.25	12.60	19.55	90.89

*Full-time equivalent positions.

TABLE IX

RATIO OF PUPILS TO INSTRUCTIONAL PERSONNEL*

Summer - 1978

LEA	Pupil-Instructor Ratio	LEA	Pupil-Instructor Ratio
Bertie County	15.4:1	Maxton City	9.6:1
Camden County	21.9:1	Nash County	9.5:1
Chowan County	22.0:1	Northampton County	9.9:1
Columbus County	16.4:1	Pasquotank County	8.3:1
Gates County	9.1:1	Perquimans County	9.5:1
Halifax County	12.9:1	Red Springs City	7.4:1
Harnett County	12.2:1	Richmond County	12.9:1
Haywood County	17.6:1	Robeson County	19.5:1
Henderson County	17.0:1	Sampson County	14.6:1
Hertford County	13.2:1	Scotland County	15.3:1
Johnston County	25.0:1	Washington County	7.8:1
Lenoir County	15.5:1	Wilson County	8.6:1
Masrin County	22.2:1	Yadkin County	9.2:1

*All teachers and instructional aides were counted in the computation of the pupil-instructor ratio. This ratio does not include instructional personnel provided by other programs such as CETA, YWE, MSFA, etc.

TABLE X

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Regular Term - 1977-78

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA Project Objectives Relating to:

LEA	Assessment	Staff Development	Dissemination	Record Keeping	Evaluation	Fiscal Reports	MSRTS	Recruitment	PAC	Reading	Math	Social Adjustment	Health	Parent Involvement	Natural Science	Occupations	Social Service	Creative Arts
Alamance County	4	4		4	4	4	4	4	4				4	4				
Bertie County	4	4	4	4	4	4	4			4	4	4	4					
Bladen County		4	2	4	4	4		4		3				3				4
Camden County	4	4	4	4	4	4	4	4	4									
Chowan County	3	4	4	4	4	4	4	4		4	4	4	4					
Columbus County	4	4	4	4	1	4	4	4	4	4	4	4	2	4			4	
Duplin County	4	4	4	4	4	4	4	4	4	4	4		4	4				
Edgecombe County	4	4	4	4	4	4	4	4	4	4	4	4		4				
Gates County	4	4	4	4	4	4	4	4	4		4	4		4				
Greene County	4	4	4	4	4	4	4	4	4	4	4	4	4	4				
Guilford County	4	4	4	1	4		4	4	4			4	4	4				
Halifax County	4	4	4	4	4	4	4	4	4	4	4	2	4	4				
Harnett County		4	4	4	4	4	4	4	4	4	4		4	4				
Haywood County	4		4	4	4	4	4	4	4	4	4		4	4				
Henderson County	4	4	4	2	4	2	4	4		4		4	2	4				
Hertford County	4	4	4	4	4	4	4	4	4	4	4	4	4	4				
Hoke County	4	4	4	4	4	4	4	4	4		4		4					
Johnston County	4	4	4	4	4	4	4	4	4	4	4		4					
Lenoir County	4	4	4	4	4	4	4	4	4	4	4	4	4	4				4
Martin County	4	1	4	4	4	4	4	4	4	4	4	4	4	4				
Maxton City	4	3	4	4	1	4	4	4	4	3			4	4				
Montgomery County	4	4	4	4		4	4	4	2		4	4	2	4				
Moore County	4	4	4	1	4	4		4	4	4	4			4		4		

TABLE X (Continued)

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Regular Term - 1977-78

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA	LEA Project Objectives Relating to:																	
	Assessment	Staff Development	Dissemination	Record Keeping	Evaluation	Fiscal Reports	MSRTS	Recruitment	PAC	Reading	Math	Social Adjustment	Health	Parent Involvement	Natural Science	Occupations	Social Service	Creative Arts
Nash County	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		4	
Northampton County	4	4	4	4	4	4	3	4	4	4	4	4	4					
Pasquotank County	4	4	4	4	4	4	4	4	4	3	4	4	4	4				
Perquimans County	4	3	4	3	4	4	3	4	4		4	4		4				
Pitt County	4	4	4	4	4	4	4	4	4	4	4			4				
Red Springs City	4	4	4	4	4		4	4	4	4	4	4	4	4				
Richmond County	4	2	2	2	1		4	4	4	3	4	4	4				4	
Robeson County	4	4	4	4	1	4	4	4	4	4	4		4	4				4
Rockingham County	4	2	2	2	1	2	2	4	2			4	4	4				
Sampson County	4	4	4	4	4	4	4	4	4	4			2				4	
Scotland County	4	4	4	4	4	4	4	4	4	4	4		4	4				
St. Pauls City	4	4		4	4	4	4		4	4			4	4				
Tyrrell County	4	4	4	4	4	4	4	4	4		4	4	4	4				
Wake County	4	4	4	4	4	4	4	4	4	4	4		4	4				
Washington County	4	4	4	4	4	4	4	4	4	4	4	4	4	4				
Wayne County	4	4	4	4	4	4	4	4		4	4		4	4			4	
Wilson County	4	4	4	4	4	4	4	4	4	4		4	4	4				

TABLE XI

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Summer Term - 1978

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

	LEA Project Objectives Relating to:																		
	Assessment	Staff Development	Dissemination	Record Keeping	Evaluation	Fiscal Reports	PAC	Recruitment	MSRTS	Reading	Mathematics	Social Adjustment	Health	Parent Involvement	Natural Science	Occupations	Social Science	Cultural Arts	English
Bertie County	4	4	4	4	4		4		4	4	4		4					4	
Camden County	4		4	4	4	4			4	4	4	4	4	4				4	
Chowan County	4	4	4	4	4	4	1	4	4	4	4	4	4				4		
Columbus County	4	4	4	4	4	4				4	4	4	4			4		4	
Gates County	4	4	4	4	4	4	4		4		4	4		4					
Halifax County	4	3	4	4	4	4	4	4	4	4	4	2	2	4		4		4	
Harnett County	4	4	4		4	4	4	4	4	4	4	4	4	4					
Haywood County	4	4	4	4	1	4	4	4	4	4	4	4	4	4		4			
Henderson County	4	4	4	2	1	2	4			4	4	4	4	4					
Hertford County	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4		4	
Johnston County		4	4	4	4	4			4	4	3	4	4	4		4			
Lenoir County	4	3	4	4	1	4	4	4	4	4	4	4	4	4	4	4		4	
Martin County	4	4	4	4	4	4			4	4	4	4	4	4				4	
Nash County	4		4	4	4				4	4	4	4	4		4		4		
Northampton County	4	4	4	4	1	4	4	4		4	4	4		4	4	4		4	
Pasquotank County	4	4	4	4	4	4	4	4	4	4	4	4		4	4	4		4	
Perquimans County	4	4	4	4	4	4	4	4	4	4	4	4	4	4				4	
Richmond County	3	4		4			4			4	3	4	4					4	
Robeson County	4	4	4	4	4	4	4	4	4	4	4		4					4	
Maxton City	4	4	4	4	1	4	4		4	4	4			4	4				3
Red Springs City	4	4	4	4	4	4		4	4	4	4	4	4	4	4			4	
Sampson County	4	4	4	4	4	4	4	4	4	4	4		2	4			4		
Scotland County		4	4	4		4	4	4	4	4	4		4	4	4			4	
Washington County	4	4	4	4	4	4	4	4	4	4	4	4	4	4		4		4	

TABLE XI (Continued)

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Summer Term - 1978

OBJECTIVES 1 = Not Met 2 = Not Documented 3 = Partially Met 4 = Fully Met	LEA Project Objectives Relating to:																			
	Assessment	Staff Development	Dissemination	Record Keeping	Evaluation	Fiscal Reports	PAC	Recruitment	MSRTS	Reading	Mathematics	Social Adjustment	Health	Parent Involvement	Natural Science	Occupations	Social Science	Cultural Arts	English
Wilson County	4	4	4	4	4	4	4	4	4	4	4	4	4	4				4	
Yadkin County	4	4	4	1	1	4		4	1	4	4	4		4				4	

*This table provides no specific information about the objectives in any project. Its purpose is to give an indication of how well the LEAs met the commitments they made to provide service to the migrant children in some of the areas of project operation. It should not be used to make comparisons between one project and another.

LOCAL PROJECT OBJECTIVES

The regular school term projects were supplementary in nature and were directed specifically toward those needs of the migrant students which were not being met adequately in the regular school program. Thirty-two(32) of the units included an objective relating to improvement in language arts; thirty-one (31) included mathematics in their projects; twenty-four (24) included an objective relating to students' social adjustment and thirty-four (34) included a health service objective. Among the other objectives during the regular school year were those relating to parent involvement, staff development, natural science and social studies.

There continues to be improvement in the statement of objectives in the project proposals. This can be attributed to insistance by the state consultants insisting that the LEAs include measurable objectives relating to all phases of project operations in the project proposals. The evaluation of each project was based upon the set of objectives in the project application. All of the local project objectives were supportive of the State Program objectives. In addition to specific performance objectives in each instructional area, the projects included objectives relating to staff development, dissemination of information, clerical responsibilities, project evaluation, fiscal reporting, parent advisory committee activities, health services, recruitment, social growth, and community involvement.

Objectives for both the regular school term and the summer term were the primary basis for evaluating the success of each LEA project. A judgement was made on each objective in each project as to the degree of attainment. Every available source of information bearing upon the objective was used in making this judgment. The most heavily relied upon document was the local evaluation report prepared by the local project director and his staff. Other sources of information used in this evaluation effort were reports of state consultant monitoring visits, reports from news media, and reports from staff development consultants who worked in the LEAs during the operation of the projects.

Summaries of the degree to which each objective in each LEA project was attained are contained in this chapter.

DISSEMINATION

Dissemination of program information at the local level included news releases to local newspapers, coverage by local radio and television stations, reports to local boards of education and other local groups, pictures, slides and tape recordings which were presented to selected audiences, and the distribution of newsletters.

At the state level there was a periodic dissemination of information through the publication of Migrant Matters. This newsletter was directed to local migrant project directors, school superintendents, advisory committee members, personnel in the State Education Agency, and the U. S. Office of Education. Additional news releases from the Division of Public Information were sent to newspapers, radio, and television stations, wire services and other news media.

Other methods of disseminating program information were the reports given at the periodic meetings of the State Advisory Committee on Services to Migrants and through the State Migrant Parent Advisory Committee.

One dissemination effort is worthy of special note. During the year the State migrant office cooperated with the North Carolina Association of Educators in a project funded by the National Education Association in the development of a slide-tape program describing the migrant education program. This slide-tape program has been duplicated in large numbers and shared with local project directors who have found it effective in promoting migrant education among a variety of audiences.

ANNUAL STATEWIDE TESTING PROGRAM

In April, 1978 a battery of achievement tests was administered to students in the first, second, third, sixth, and ninth grades throughout North Carolina. A Prescriptive Reading Inventory and a Diagnostic Mathematics Inventory was administered in grades one and two. The California Achievement Tests were used in grades three, six and nine.

This report includes a summary of student performance for the entire student population in the state, as well as for the total student population enrolled in the migrant education program.

Student performance is reported in grade equivalent scores and percentile ranks because these indices traditionally have been used throughout the nation, including North Carolina, and are more familiar than other derived scores.

It should be pointed out that the test publisher did not report grade equivalent scores at grade nine. The publishers believe that the grade equivalent score is not an appropriate score for spelling at this level because average performance in spelling beyond the sixth-grade level typically increases very little or may even decline.

The grade equivalent scores and percentile ranks for the norm-referenced tests at the third, sixth, and ninth grades were calculated from representative samples of students in the nation. The interpretive scores for the criterion-referenced tests at grade one and two are estimated scores that were derived by the publisher by correlating scores from the criterion-referenced tests with scores from norm-referenced tests given at the same grade levels.

In light of the fact that the normed scores for the criterion-referenced tests at the first and second grades are estimated and the scores are higher than anticipated, CTB/McGraw-Hill was requested to provide appropriate comments relative to the establishment of estimated scores and the performance of North Carolina students on the reading and mathematics tests. CTB/McGraw-Hill's comments on these points are as follows:

> The average estimated CAT C & D normed scores derived from the *Prescriptive Reading Inventory* (PRI) for Total Reading and

from the *Diagnostic Mathematics Inventory* (DMI) for Total Mathematics at Grades 1 and 2 seem higher than would be expected in light of the actual CAT-C scores obtained at Grades 3, 6, and 9, and in relation to past experience in North Carolina. CTB/McGraw-Hill has rechecked and verified the accuracy of its estimating and processing procedures and has established beyond reasonable doubt that the test results reported are valid measures of the levels of achievement of students in the schools of North Carolina.

The publisher has analyzed the changes in performance between Grades 2 and 3--in which Reading goes from slightly above average (2.8) at Grade 2 to slightly below average (3.5) at Grade 3, and in which Mathematics goes from well above average (3.2) at Grade 2 to slightly below average (3.6) at Grade 3. It is the publisher's conclusion that this apparent anomaly in the test results could be due to several reasons, including the following:

1. The students in Grade 2 have, as a group, a relatively stronger instructional background in both Reading and Mathematics than students in Grade 3.

2. The skills measured at Grades 1 and 2 lend themselves more readily to improvement through direct instructional intervention, including drill-type activities.

3. The skills measured at Grade 3 and above are more complex and less amenable to improvement through instructional change. Mathematics concepts and applications, in particular, require a certain level of reading skill if the student is to understand the problem and be able to respond to it correctly.

CTB/McGraw-Hill is continuing further study into this difference in performance, but a complete understanding of this phenomenon will probably have to wait until next year's Grade 3 test results are available. (They add, however, that) regardless of what the 1979 results of testing may turn out to be at Grade 3, it is clear that students in North Carolina are performing above the national norm in Reading at Grade 2 and in Mathematics at both Grades 1 and 2. This is an accomplishment of which North Carolina educators should be proud. They should attempt to maintain and extend the programs which have brought about these excellent results.

In contrast to the above average achievement in reading and mathematics for the state as a whole at grades one and two, it should be pointed out that the reading achievement of migrant children included in the testing project was below the national norms (1.4 and 2.2). Achievement in mathematics for the migrant children in grade one was at the national norm (1.7) but below (2.5) the national norm at grade two.

Further analysis of the scores reveals that the migrant children are below the state averages at all levels on all tests. While the deviation from the state averages is very small in grades one and two, there is a marked difference noted in grades three, six and nine.

When the average State scores and migrant program scores are plotted on a graph against the national norm the achievement lag of the migrant students is revealed. Such a graph demonstrates very dramatically that as the migrant students progress in school they continue to fall further and further behind in expected academic progress.

OTHER FINDINGS

The 1978 annual evaluation report contained several recommendations. They served as guides for future improvements in the migrant projects. These recommendations have been followed in varying degrees as indicated below.

1. *The state migrant office should encourage the LEAs to conduct needs assessments as required by provisions contained in the Migrant Education Administrative Guide.*

   Monitoring by the State program consultants indicates that this recommendation was followed. It should be noted, however, that there still remains a small number of LEAs which do not include an objective in their project application relating to the assessment of the child's needs. In view of these omissions, it is the judgement of the State evaluator that this recommendation should be emphasized more, so that the importance of determining individual needs can be understood at the local project level.

2. *The state migrant office should develop a technical assistance package to assist in the identification and recruitment of migrant children.*

   This recommendation was carried out completely. The state migrant office developed a technical assistance package consisting of a slide-tape, recruiters manual and selected program forms. This package was introduced into the program and is being used successfully in locating concentrations of eligible children in the state.

3. *The state migrant office should up-date the Migrant Education Administrative Guide.*

   This recommendation was carried out. The revised edition is now being used in the LEAs.

4. *The state migrant office should apply the concepts of management contained in the Migrant Education Administrative Guide to the administration of the migrant program.*

This has been done. Not only did this application prove effective, it pointed out items in the Guide which needed to be revised in future editions.

5. *The state migrant office should seek to improve the continuity of the educational programs of migrant children.*

The continuity of a child's educational program is perhaps the most difficult factor in education. This difficulty is compounded for the migrant child because of the moves from one LEA or state to another. North Carolina has attempted to follow the above recommendation by participating in the migrant student record transfer system, regional and national conferences on migrant education and the use of out-of-state consultants and participants in conferences and workshops for local migrant education staffs.

6. *The state migrant office should establish clear channels of communication with all areas of program supervision and administrative within the SEA.*

Within the framework of the responsibilities of the several divisions within the Department of Public Instruction, clear channels of communication have been opened. This is borne out by the fact that individuals in other divisions and sections have devoted their time to assist in the workshops planned for teachers of the migrant children.

7. *The state consultant who works with each LEA should prepare the state migrant office's reactions to the local evaluation report.*

This recommendation was followed. The results were closer cooperation of the local project directors in carrying out recommendations for improvement of the projects and better rapport between the local project director and the state consultants.

8. *The local educational agencies should provide bilingual-bicultural programs for Spanish-speaking children in their migrant projects.*

There was a decided improvement in the projects serving Spanish-speaking children during the 1977-78 fiscal year. This is attributed to the fact that in all projects where Spanish-speaking children were enrolled one or more Spanish-speaking staff members were employed. Even though this shows improvement over previous years, the recommendation should still be retained until there is truly a bilingual-bicultural program

for the Spanish-speaking children who enroll in our schools.

9. *The hours of operation of local migrant projects should be during the part of the day which would allow the greatest number of migrant children to benefit from the program.*

Operational hours vary widely from one LEA to another. Careful study of scheduled times indicate that there were only minor changes in the hours of operation since last summer. Some projects operate 4 hours during the morning only. Other projects operate from 3 to 6 hours in the afternoon or evening only. It seems unreasonable to this evaluator that a program of education extending until 11:00 p.m. can be effective for a group of junior and senior high school youths who are up at daylight the next morning to work in the fields. It seems just as unreasonable that a program of instruction for children in kindergarten through the elementary grades should be scheduled to begin at 5:00 p.m. or extend to 11:00 p.m.

It appears that this recommendation was not followed. Therefore it should be extended to this current project year and strong support should be given to it by the State migrant office.

10. *The local educational agencies should make a concerted effort to enroll all eligible children and youths at the secondary school level in the regular school term migrant projects.*

A small increase in the number of children enrolled in the junior and senior high schools was noted during the 1977-78 school year. The increased enrollment in these grades did not, however, keep pace with the increase in the elementary schools. Therefore, the emphasis on enrollment in the secondary schools should be continued.

11. *Local project directors should give attention to early planning of their summer migrant projects.*

This recommendation was followed by all local project directors. The result was that projects were approved in ample time to allow project directors to employ staffs, to make necessary arrangements for preservice staff training and get physical arrangements in order for the beginning of the summer project activities.

12. *Local project directors should make every reasonable effort to secure supporting services from other agencies and organizations.*

This recommendation was followed by the local project directors. This is reflected in the fact that supporting items in the local project budgets have shown a decrease while there has been a corresponding increase in the proportion of the local project budgets devoted to the

instructional area.

Much of the responsibility for this shift of supporting services to other local agencies is due to the close cooperation of the State migrant office with the representatives in other state agencies which provide services to migrants through their local offices.

13. *Local education agencies should give attention to the development of individual written educational plans for each student enrolled in the migrant education program.*

There is some indication among the LEAs that individual programs of instruction are planned and written for the migrant children. This is reflected in the evaluation of student progress in those projects which have followed this recommendation. In such an evaluation it is possible to report the number of deficiencies eliminated, or the number of skills mastered or achieved in the areas of study covered by the project activities.

14. *Local project directors should take all steps necessary to assure that migrant children have an opportunity to participate in an educational program.*

While some LEAs which conducted regular school term projects declined to offer a project for migrant children during the summer, it should be noted that the number of LEAs operating summer programs for migrant children increased since last year. During 1977 there were 24 projects conducted during the summer; during 1978 there were 27. While some progress toward this recommendation has been made more attention should be given to it.

CHAPTER III

PROGRAM EFFECTIVENESS

PROGRAM FOCUS

In considering the effectiveness of the North Carolina Migrant Education Program, it is necessary to take into account the different types of projects being operated within the state. Regular school term projects are operated for the benefit of intrastate migrants and the smaller number of interstate migrants who are home-based in North Carolina. These projects are supplementary in nature and are designed to strengthen instructional programs offered through state, local and other federal sources of funding. Summer term migrant education programs are focused more directly on the needs of interstate migrants and provide a full range of instructional and supporting services.

TESTING RESULTS

Statistics provided by the Migrant Student Data Center indicates that there were 8,759 students enrolled in migrant projects in North Carolina during the 1977-78 school year. All of the projects in which these students were enrolled did some testing and submitted the results of the testing program to the Migrant Student Record Transfer System (MSRTS), so that individual test scores could be entered on the individual student records. According to information from the MSRTS, more than 8,000 test scores were recorded during this period of time. These test scores represented the results obtained from different standardized tests and sub-tests which were administered. The most frequently used tests in order of frequency used were:

California Achievement Test
Iowa Test of Basic Skills
Gates-MacGinitie Reading Test
Stanford Schievement Test
Metropolitan Achievement Test
Wide Range Achievement Test

The emphasis upon documenting achievement of project objectives with gain scores apparently had an impact on the local projects, since 100 percent of the projects submitted pre-test as well as post-test scores. Students who entered North Carolina migrant projects during the first three months of the regular term stood an excellent chance of being tested with one of the six most frequently used achievement tests as indicated above.

Although the number of scores received in 1977 exceed those reported in any previous year, all of the difficulties of obtaining cognitive measurement of a mobile population were quite apparent. The use of different tests and score types ranging from grade equivalent to raw scores severely limited the statistical comparisons which could be made. Migration and absences from school on the day tests were administered made it quite difficult to obtain two sets of

measures on the same students over any reasonable span of instruction. Given these difficulties, it was quite challenging to report gain scores representative of three or more projects with more than thirty students at the same grade level on the same test. This standard was reached for approximately half of the gain scores reported and it is believed that such results provide the best estimates to date of the progress being made by North Carolina migrant students.

The instructional period between the scores reported in this evaluation report varied with the project submitting the scores. The average time for most results was approximately seven months. The average reading gain for this period ranged from one year and three months on the Metropolitan Achievement Test to six months on the Gates-MacGinitie Reading Test. Since there is an inconsistent pattern of test selection, it is likely that differential project results are a factor in the variability. Inspection of the tables reveals that the range of achievement between grades exceeds the range between tests.

Mathematics gain scores are reported in Table XXII-XXIII. If these tables were summarized, the average gain would be approximately six months over the instructional period.

When all the factors relating to interpretation of test scores are taken into consideration it may be that the most meaningful comparisons are those with previously reported gain scores. It appears from all available test scores that there was a slight improvement in reading achievement in 1977-78 as compared to reported gains in 1976-77. The gains reported in mathematics were essentially the same as those reported in 1976-77, but are considerably higher than those reported prior to 1975-76. This would tend to indicate that the increased emphasis on mathematics instruction which began in 1975-76 continues to be reflected in greater student achievement in this area.

It is noted that over the range of grades represented, the deficit in mathematics is less than the reading deficit. In view of what is known about the average achievement of North Carolina students (the 1972 state assessment revealed that sixth grade students were around nine months behind the test publisher's norm), achievement test results for migrant children indicate that reading should continue to be emphasized and the emphasis on mathematics should be increased. Individual project gains are recorded in the respective individual project evaluation reports.

Table XII and the accompanying graphs showing achievement trends may be the most revealing information to come from the testing programs for migrant children in North Carolina. These results, extracted from North Carolina's annual testing program, demonstrates the mounting deficit suffered by the migrant children as they continue in school. This achievement pattern is similar to those reported in previous evaluation reports. This is true even though the source of statistics reported in previous years was a compilation of test results from many tests in different LEAs, while those reported in this report were derived from a state-wide testing program using the same tests for all children.

All test results indicate that North Carolina migrant students are progressing at a rate comparable to most compensatory education students, and that over a two-year period gains in reading have been improved. Statistical methods by which portions of these gains may be divided between the regular school offerings and the supplementary migrant programs were not employed in the evaluation. Such elaborate measures could be recommended, but such evaluation designs would far exceed the state evaluation requirements and would possibly exceed the limits of financial feasibility.

EXEMPLARY PROGRAM COMPONENTS

For years it was the policy of the Migrant Education Section to recognize exemplary activities in the local projects. This was valuable in bringing about some desired changes in other local projects. The 1974 evaluation report discarded this practice because of the outstanding qualities of one local project and one activity carried out at the state level. These two projects were highlighted in the 1974 evaluation report. Since that time, it has been the policy of the State migrant office to select and highlight one outstanding characteristic of each of the projects operated within the state.

It should be noted that in years past the exemplary program or program components reported in the annual evaluation report were selected from among the summer projects. The pattern of selection now takes into consideration both regular school term projects and summer term projects. Therefore, some of the exemplary program components described below will relate to the regular school term projects and some to the summer projects.

The outstanding and exemplary features of the several local migrant education projects are described on the following pages.

Alamance County

The State evaluators commend Alamance County for their continuous assessment of the needs of the migrant children enrolled in the program and the individualized scope and sequence of skills which was developed for each child to meet these needs.

Bertie County

The State evaluators recognize the innovative approach to an effective tutorial program of instruction which was carried out in tutorial stations where decorations of motivational learning materials enhanced the learning environment.

Bladen County

One of the primary strengths of Bladen County migrant project was the improved quality of instruction that enabled the majority of the students to function at a level near that of students in the regular classroom.

Camden County

The supporting services in the Camden County migrant education project were outstanding. Health needs of the children were met, the records of these children were maintained without error and good rapport was maintained with the migrant parents.

Chowan County

Instruction in Chowan County's regular school term and summer term migrant project was outstanding. Individualized instructional programs were developed for each child on the basis of identified strengths and weaknesses.

Columbus County

A noteworthy feature of Columbus County's migrant project was the correlation between math and the special interest courses such as arts and crafts and music. Students enjoyed a new found pride in school and themselves.

Duplin County

The effective utilization of a variety of teacher-made instructional materials made by migrant project staff motivated students toward greater interest in books and the application of the newly gained knowledge to real life situations.

Edgecombe County

The excellent coordination between the regular classroom teachers and the migrant teachers was a noticeable strength of the Edgecombe County migrant project. This coordination was a strong contributing factor to the attainment of the project objectives.

Gates County

Gates County's summer migrant project was characterized by an individualized programs of instruction which regulted in extremely high gains in the academic areas. Gains in student achievement were measured and substantiated with standardized tests.

Greene County

Creative writing continues to play an important role in developing positive attitudes and eliciting positive responses from the children in Greene County's migrant project.

Guilford County

The outstanding feature of the Guilford County's migrant project was introduction of English as a second language for the Spanish-speaking children who were enrolled in the program. By the end of the year the children had learned conversational English and were able to benefit from instruction in English.

Halifax County

Halifax County is cited for the excellent learning labs established during the regular school term project. These labs with contracted learning stations insured academic achievement for the migrant children at White Oak and Dawson.

Harnett County

The utilization of volunteers in the Harnett County migrant project is commendable. The student volunteers gained valuable experience while rendering a much-needed service to the migrant children.

Haywood County

The organization of the summer school for effective instruction is the outstanding feature of the Haywood County migrant education project. Individual performance objectives based upon individual needs assessments and individualized learning programs add to the effectiveness of the summer project.

Henderson County

The major strength of Henderson County's summer migrant education project was the small group instructional activities which made it possible to give attention to the individual problems of each child.

Hertford County

The thoroughness of evaluation reporting in both the regular school term project and the summer migrant project provides the basis for recommending that Hertford County's migrant project evaluation design be used as a model by other migrant education projects.

Hoke County

One of the strengths of Hoke County's migrant education project was the use of multi-level mathematics materials which insured a high degree of success for the students.

Johnston County

Johnston County is to be commended for the extra effort which has been made in identifying and enrolling migrant children. This effort has resulted in more services to more children in the migrant education program.

Lenoir County

The home-school communications aspect of the Lenoir County migrant education project is worthy of special recognition. Because of it, the migrant parents demonstrated an interest in the program through visits to the school and participation in activities sponsored by the project staff.

Martin County

The theme of the Martin County summer migrant education project, "Our Little Corner of the World" provided a truly unified teaching theme for all of the project activities.

Maxton City

Reading was one of the strengths of Maxton City's migrant education project. The diagnostic-prescriptive approach used by the migrant staff made individualized instruction a reality.

Montgomery County

The Montgomery County migrant project staff is to be commended for following through on recommendations made in last year's evaluation report. This has resulted in increased enrollment, expanded instructional services and a more objective evaluation report.

Moore County

The 4-H Club organized for the migrant children in grades 4-8 allowed the children to work on projects which brought the school and the community closer together and helped to disseminate information about Moore County's migrant project throughout the county.

Nash County

The staff development program in Nash County's regular term migrant project was exemplary. Weekly staff development sessions were devoted to teaching methods and techniques, implementation of program guidelines, treating emotional and psychological problems and developing teaching materials.

Northampton County

Northampton County's migrant education project registered 162 visitors during the summer of 1978. This shows the tremendous impact the program has on the community and the effectiveness of the project staff in soliciting community interest and support.

Pasquotank County

Effective health services and the personal and professional commitment of the staff in providing an open and caring environment made Pasquotank County's summer migrant education project a tremendously successful undertaking.

Perquimans County

Extensive home visitation by the project staff during the regular school term project was a highwater mark of the Perquimans County migrant education project.

Pitt County

Pitt County was exemplary in its efforts to coordinate the instructional programs of the classroom teachers with the migrant project personnel through periodic conferences between the teachers and the migrant tutors.

Red Springs City

The state migrant staff concurs with the project director that the strength of Red Springs' migrant project is the commitment of the central office to provide adequate instruction to all eligible children.

Richmond County

The strength of Richmond County's migrant project was the variety of curriculum materials and their effective use in the instructional program.

Robeson County

Robeson County's migrant education project used a variety of teaching techniques and teaching materials to meet the unique needs of the migrant children.

Rockingham County

Rockingham County is to be congratulated for its migrant education project which provided a program of instruction in Spanish for non-English speaking children and introduced English as a second language.

St. Pauls City

An outstanding feature of St. Pauls City's migrant project was the interest it was able to generate in reading activities through the use of commerical and teacher-made materials.

Sampson County

The Sampson County migrant education instructional staff is to be commended for the extensive use of ideas and techniques introduced during staff development workshop.

Scotland County

The use of the "Learning City" theme used in the Scotland County migrant project provided a unique and innovative learning atmosphere for the migrant children.

Tyrrell County

Tyrrell County's central office staff is recognized for its commitment to the migrant education program and the effective individualized prescriptive program of instruction provided for the migrant children.

Washington County

The organization of an open classroom approach to learning in K-3 in the Washington County migrant project was worthy of note. Also, it should be noted that excellence in art, home-making, shop and health was achieved in the summer project.

Wilson County

Bilingual-bicultural involvement was the outstanding feature of the Wilson County summer migrant project. This phase of the program was carried out by two bilingual staff members and one native Spanish-speaking volunteer from Columbia, South America who donated three hours per day to work with the Spanish-speaking children.

Yadkin County

Yadkin County is recognized for the improvement in the migrant education project which resulted from following recommendations made in the previous evaluation report.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

SUMMARY

All available information indicates that the North Carolina Migrant Education Program is adequately meeting the legislative requirements and the national program objectives. It is meeting the state goals for the program and has developed an effective procedure of delivering services to eligible migrant children through indirect administration of project activities through the local educational agencies. Correspondence from the Office of Education indicates that the "program evaluation procedures and subsequent reporting format continue to improve. The migrant program staff is to be commended for the continual upgrading of this important program activity.

Priorities set the emphasis, and objectives give the focus to the state program. Exemplary activities were noted in the regular and summer term projects. The recommendations of the local project directors were carefully analyzed and the state migrant staff made their own recommendations for improving local projects. The practice of presenting the local evaluation report findings to the LEAs by means of a recorded tape was continued and the taped evaluations were expanded to contain reactions to the local project directors' recommendations. Program support for the state migrant education program was obtained through cooperative agreements with the Migrant and Seasonal Farm Workers Association. A total of three (3) new projects were initiated during the year.

All local projects used some form of achievement testing to document attainment of objective. In addition, the annual statewide testing program provided more than 10,000 test scores for migrant children. An achievement status calculated from these scores reveals that, compared to national norms, the migrant children face mounting deficits as they progress through the school grades. This achievement status also shows that the migrant children are below the state averages in all areas, and that the achievement of migrant children is slightly lower than that of children enrolled in the regular ESEA Title I programs in North Carolina.

RECOMMENDATIONS

Recommendations for continued improvement and greater effectiveness in the migrant education program fall naturally into two categories - LEA project management and the SEA program management.

In addition to the following recommendations relating to SEA and LEA program management, it should be noted that additional recommendations for the individual migrant projects were made in the State's evaluation of the local project. These recommendations are contained in the written and taped reports which have been prepared for each of the LEAs.

SEA PROGRAM MANAGEMENT

1. *The state migrant office should require the LEAs to conduct needs assessments according to the provisions contained in the Migrant Education Administrative Guide.*

   One of the requirements set forth in the migrant program regulations is the assessment of the needs of migrant children. It follows that if the migrant program is to meet its mandate "to meet the special educational needs of migratory children of migratory agricultural workers and migratory fishermen" it first becomes necessary to find out what those needs are. It was noted from the local evaluation reports that some LEAs did not have a specific objective relating to needs assessment. While this evaluator concedes that needs may be assessed without having a project objective relating to this program function, it seems reasonable that such an objective would serve to remind local project personnel of this requirement. Therefore, it is the recommendation of this evaluator that the state migrant staff give more attention to the development of plans for needs assessments during project planning period, and more careful scrutiny of the project applications during the project review period in order to assure that the needs of the migrant children may be assessed and instructional activities planned accordingly.

2. *The state migrant office should continue to seek improvement in the continuity of the educational programs of migrant children.*

   The first priority of the state migrant education is program continuity. It appears that a little more effort should be expended toward this end. The only activities which can be cited to indicate an effort in this direction are the participation in the Migrant Student Record Transfer System, the participation of the state and local projects at the east coast regional migrant education conference, the attendance of the state migrant program director at other regional and national conferences, and the use of out-of-state consultants in the State-sponsored workshop in North Carolina.

   Program continuity could be enhanced through positive action such as interstate teacher exchange, interstate program planning and the use of State consultants to monitor program design and curriculum in other states. Probabl_ the greatest boost to the program continuity which might be put into effect will be cooperation in the development and use of skills lists in the academic disciplines.

   Even though much is being done to assure a degree of program continuity for the migrant children, the other areas of possibility enumerated above should not be overlooked.

3. *The State migrant office should provide technical assistance to local school personnel in conducting surveys and developing new migrant projects.*

There are probably several areas in North Carolina which have concentrations of migrant children who have never been identified and who, therefore, have never benefitted from the migrant education program. State personnel and expertise should be brought into these areas to assist the local school administrators in identifying the eligible children and recruiting them into a migrant education project.

4. *The State migrant office should revise the migrant education program forms.*

As new regulations are published and new interpretations are given to existing regulations, it becomes necessary to assess the effectiveness of the programs forms in carrying out the program functions. For this reason it is recommended that the State program forms be studied and revised according to the new provisions of the law and the regulations.

5. *The State migrant office should cooperate with local migrant projects in conducting MSRTS enrollment validation studies.*

As a means of maintainning program credibility it becomes necessary to validate the enrollment of each child in the migrant education program. Discrepencies in the enrollment of children should be held to a minimum and there should be no question about the eligibility of any child enrolled in the program to participate in program activities and derive benefits from program funds. Therefore, it is recommended that the State migrant office, with assistance and cooperation of the LEAs, initiate a validation study which will eventually involve all the local projects in the state.

6. *The State migrant office should monitor the use of the program publications and effect revisions as they are indicated.*

If the proof of the pudding is in the eating, the effectiveness of program guides is in their use. During the past years and months publications have been developed and published to assist local projects in the administrative details of project operations. As these guides and publications are used, the State migrant office should monitor their effectiveness and where there is a need for modifying them or giving them added strength this should be done. Since these publications were not intended to be static, the editorial revisions necessary to keep them up-to-date should be a continuing responsibility and function.

7. *The State migrant office should continue to cooperate with other governmental or private, non-profit agencies in providing comprehensive services to migrant families.*

In the past there has been a high degree of cooperation by the State migrant education office with other agencies of government or private, non-profit organizations. This has resulted in the extension of services to eligible families, reduction of the overlapping services by the agencies involved, open lines of communications among the agencies, understandings of the areas of responsibilities of each agency, and the services which each is able to provide.

The organization through which this cooperation is effected is the State Advisory Committee on Services to Migrants. Through the interagency discussions, migrant children have been provided health and social services support through the Department of Human Resources, day care services through the Migrant and Seasonal Farmworkers Association (MSFA), psychological services through the Division of Mental Health and supplementary school support through MSFA. Dissemination of program information and public support of the program has been provided through a joint project of the National Education Association and the North Carolina Association of Educators.

This support through other agencies and organizations has allowed the State migrant office to concentrate its efforts on the academic progress of the migrant children and extend educational services to a greater number of eligible children.

In order to realize the financial advantage of this kind of support in future programs, it is recommended that this kind of interagency cooperation be continued.

8. *The State migrant office should continue to use effective evaluation procedures.*

The evaluation process for the migrant education program has experienced changes throughout the years. As these changes have occurred the evaluation process has become more effective and the evaluation reporting has become better. For the first time last year the state consultant who worked with the local visits made the tape of the local evaluation report. This allowed the local project personnel to hear in a voice with which they were familiar, the comments and recommendations of the State evaluation of their project.

Also for the first time this year, the State evaluator has used test results from the State-wide testing program in the migrant education program evaluation report. The use of these test results allows comparisons to be made with State averages as well as national norms.

Because of the positive manner in which the local reporting innovation was received by local project personnel and the added dimension of the uniform State-wide testing program, it is recommended that these and other effective evaluation practices be continued as a part of the program evaluation design.

9. *The State migrant office should continue to support the State Migrant Parent Advisory Committee activities.*

North Carolina's State Migrant Parent Advisory Committee has been in operation for a little more than a year. During this period of time it has provided a valuable tool for the support of the migrant education program and an open forum for parents. In the meetings of the local parent advisory committee local concerns are brought to light. Representatives from the local committees bring these concerns to the State Migrant Parent Advisory Committee and as they are aired, solutions are developed through interaction with appropriate program personnel.

In order to continue to strengthen the parent committee and to maintain the support of the parents, it is recommended that the State migrant office continue its support of the committee and its work.

10. *The State migrant office should continue its efforts to improve program operations through staff development.*

The staff development activities sponsored by the State migrant office have been the source of pride in the past. Through these efforts there has been a noticeable improvement in the quality of program offerings and project organization. Still there is a need for such activities, particularly in view of the changing requirements of the program from the national level. Record clerks and recruiters need to be constantly up-dated on skills and techniques and provided instruction in new procedures required to implement new phases of the Migrant Student Record Transfer System.

It is therefore recommended that the State migrant office maintain a constant effort to meet the staff development needs of all persons involved in the education of migrant children.

LEA PROGRAM MANAGEMENT

1. *The local educational agencies should provide bilingual-bicultural programs for Spanish-speaking children in their migrant projects.*

   This recommendation is continued for the third time. As noted in previous evaluation reports, less than maximum efforts are being made to meet the unique needs of all the Spanish-speaking children in our summer migrant education projects. Much improvement has been made in this respect and credit is given to those LEAs which have made such improvements in their projects.

   Notwithstanding the progress which has been demonstrated in the matter of providing bilingual-bicultural programs for Spanish-speaking children, it is recommended that LEA project administrators give special attention to designing programs of instruction and employment of personnel to carry out effective bilingual-bicultural programs.

2. *The hours of operation of local migrant projects should be during the part of the day which would allow the greatest number of migrant children to benefit from the program.*

   It is noted that despite the recommendation of the previous evaluation report some projects are operated at odd hours, afternoons, evenings and into the night. It was also noted during monitoring visits that young children were attending programs which extended into the late evening. They were unable to participate fully in the project activities because of sleepiness and fatigue.

   It is the strong belief of this evaluator that the children would benefit more from program activities and would be able to attend the program more regularly if activities were carried out during the morning and early afternoon hours. These are the times when the pupils would be more alert. These are also the times when the parents are normally working in the fields and would appreciate having the children cared for in a learning environment. Therefore, it is recommended that the local educational agencies give careful consideration to such factors as recruitment, age of pupils, attendance, transportation, food service, program coordination, etc., and schedule project activities for the convenience and benefit of the greatest number of migrant children.

3. *The local educational agencies should continue to make a concerted effort to enroll all eligible children and youths at the secondary school level in the regular school term migrant projects.*

   An analysis of the age and grade placement of migrant children enrolled in the migrant education program indicates that much attention is being given to the enrollment of eligible children in the elementary schools.

The number of secondary school children enrolled in the regular school program is much less by comparison than the children enrolled in the elementary school. This may be caused by the dropping-out of the migrants when they reach secondary school age. Again, it may be that not enough effort is being made to enroll the secondary school-age migrants in the local projects.

Enrollment data indicates that where the local project personnel have made an intensive survey of the secondary schools, more eligible migrant children have been identified and enrolled into the project.

Many benefits can be derived from the program by the children in the secondary schools even though they may not be involved directly in an instructional program. It is therefore recommended that all eligible children in the LEA, regardless of grade level, be enrolled in the migrant project and entered in the Migrant Student Record Transfer System.

4. *Local project directors should make every reasonable effort to secure supporting services from other agencies and organizations.*

This recommendation is repeated from the previous evaluation report. Through the activities of the State Advisory Committee on Services to Migrants the state migrant office has been able to establish lines of communication with other agencies and organizations serving migrant families. Knowledge of programs and services is available from each of the member organizations of this committee. It has been through the exchange of information and establishment of these lines of communication that the state migrant education office has been able to secure personnel from the Migrant and Seasonal Farm Workers Association. This cooperative effect should be continued.

At the same time there should be a concerted effort on the part of local project directors to secure the services of other agencies. Home-school coordinators and other liaison personnel should seek the assistance of local departments of health, social services and other governmental agencies and private non-profit organizations in support of the migrant education project. Referrals should be made to the appropriate agencies and organizations so that the delivery of their services will have an impact on the migrant family, and thereby support the educational program for the children in the family who are enrolled in the migrant education program.

While it may be easier, simpler and possibly quicker to provide supporting services by planning and budgeting for them in the project application, it should be remembered that funds available under this program are to be used for educational purposes; and that if the project attempts to provide excessive supporting services to the migrant children, it may be usurping the responsibility of some other governmental agency or providing a duplication of service to the migrant family.

5. *Local education agencies should give attention to the development of individual written educational plans for each student enrolled in the migrant education program.*

In addition to the assessment of student needs, regulations for the program (paragraph 116.47) require that the state educational agency encourage LEAs to provide for each child enrolled in the program, "an individualized written educational plan (maintained and periodically evaluated)..."

Local project directors and project planners should insure that the provision of the regulations is carried out. Individualized programs of instruction should be based upon individual needs assessments and individual performance should be evaluated in terms of specific objectives. Performance objectives should be individualized to the needs, program of study and abilities of the individual for whom they are developed; and the entire program, including performance objectives, should be evaluated periodically to assure that the individualized program of instruction is relevant to the needs of the student and that the student is making satisfactory progress toward meeting the stated objectives.

Analysis of test results seem to indicate that in those projects where individualized programs of study are written for the pupils and where constant evaluation of student progress, modification of the written prescription and methods of instruction are carried out, there is a decided increase in the rate of pupil achievement. It is therefore recommended that all project administrators give close supervision to this program requirement.

6. *The local project directors should give consideration to expanding the summer projects.*

The concentration of migrant children in some LEAs during the regular school term would tend to indicate that there is also a reasonable number in the same LEA during the summer harvest season. The enrollment data indicates that there is a numerical decline in the number of intrastate migrants enrolled in North Carolina projects during the summer terms.

If the State migrant program is to reach the maximum number of children it becomes necessary to provide project services to them at the time that they are in the State. Therefore it is the strong recommendation of this evaluator that the local project administrators initiate whatever action is necessary to develop summer migrant projects in each of the LEAs where a concentration of migrant children has been identified.

7. *The local project administrator should make maximum use of program guides and publications of the State migrant office.*

Much time, effort, energy and money has gone into the development of publications which are designed to make the administration of the local migrant education projects easier and the project activities more accurate and effective. Examples of these publications are the Migrant Education Administrative Guide, Identification and Recruitment Guide and the Manual for Migrant Student Record Clerks.

Each of these publications serves a specific function and each can contribute to the effective administration and operation of the local migrant project. As program requirements change they are revised in order to keep them up-to-date and useful. Therefore, in order to put these publications to their intended uses and to improve the quality of project administration, it is recommended that local project administrators make maximum use of these program guides.

8. *Local recruiter-clerks should be punctual in transmitting student information to the Migrant Student Record Transfer System terminal operator.*

It is impossible to emphasize too strongly the necessity for punctuality in transmitting student information to the terminal operator so that it can be placed on the data base. Recruiters and clerks should complete the necessary certification of eligibility forms on the students as they are identified. Following this identification and certification there should be no delay in transmitting enrollment information (either the MDT or record transfer form) to the terminal operator. This enrollment data should not be retained at the project level until large numbers of documents are accumulated, but should be sent to the terminal as the documents are completed. This may mean that a communication to the terminal operator might be dispatched two or three times per week during periods of initial project enrollment. After the greater masses of children have been enrolled in the record transfer system the need for such frequent communications may diminish so that a once a week transmittal of enrollments, up-dating information and withdrawals will maintain an acceptable level of operation.

It is important to enroll a child in the record transfer as quickly as possible, but it is just as important to transmit up-date and withdrawal information to the terminal operator as the information is generated or when the child withdraws from the project or the project ends.

North Carolina has enjoyed a high degree of proficiency in its MSRTS activities, but even greater proficiency can be demonstrated if local recruiters-clerks or other responsible project personnel will follow this recommendation.

APPENDIX

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TABLE XII

NORTH CAROLINA ANNUAL TESTING PROGRAM: 1977-78*

Grade Equivalents and National Percentiles

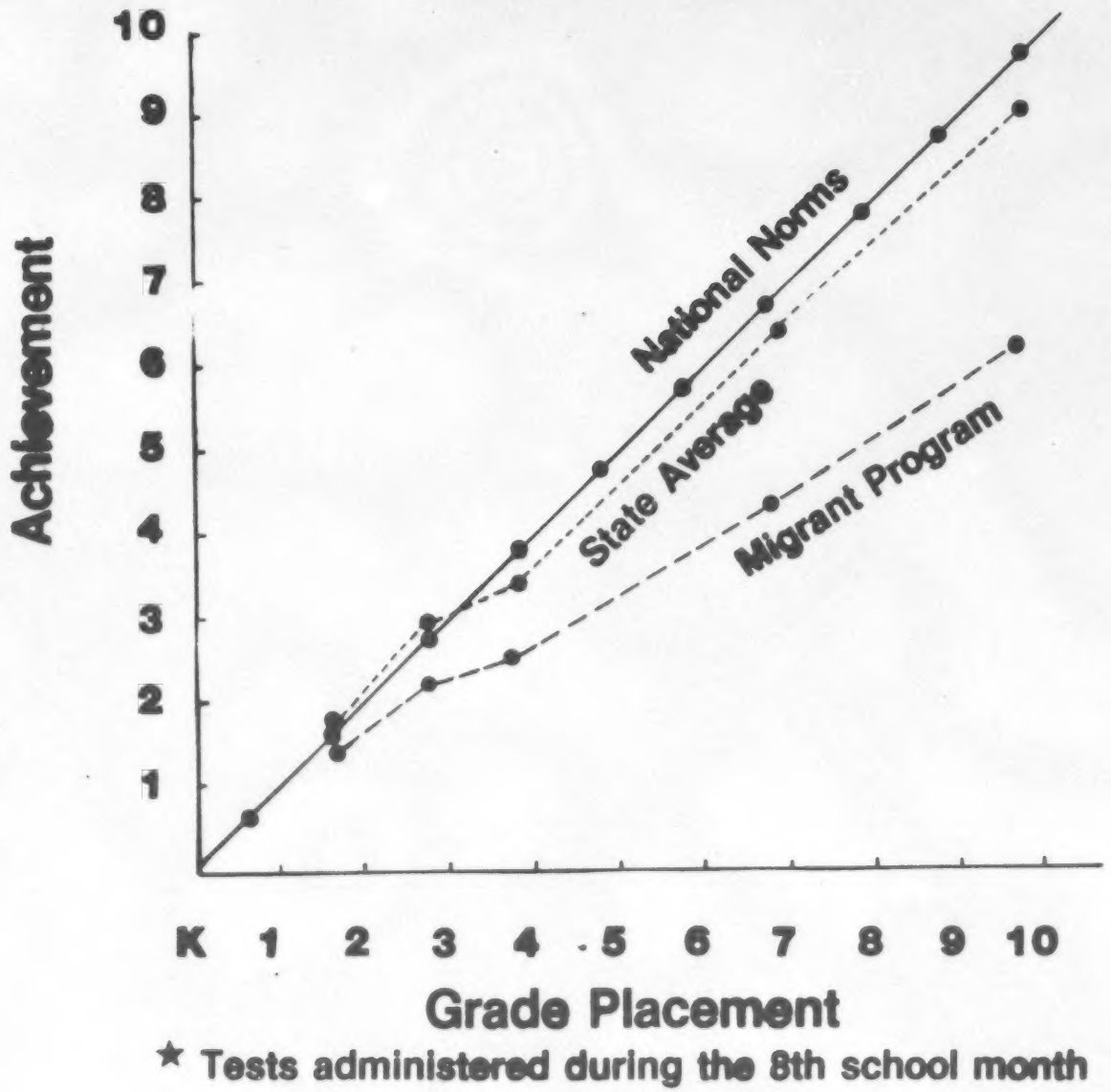
Grade	Subject	National Norms		State Average		Migrant Program			Deviation from Norm	
		G.E.	%ile	G.E.	%ile	Number	G.E.	%ile	G.E.	%ile
1	Reading			1.7	52	358	1.4	27	-0.3	-23
	Mathematics			2.1	72	358	1.7	49	0	- 1
2	Reading			2.9	55	405	2.2	31	-0.5	-19
	Mathematics			3.2	66	405	2.5	42	-0.2	- 8
3	Reading	3.7	50	3.5	43	429	2.5	19	-1.2	-31
	Spelling	3.7	50	3.8	52	429	3.0	32	-0.7	-18
	Language	3.7	50	3.6	47	429	2.6	22	-1.1	-28
	Mathematics	3.7	50	3.6	44	429	3.2	25	-0.5	-25
	Total Battery	3.7	50	3.6	44	429	2.9	20	-0.8	-30
6	Reading	6.7	50	6.3	44	484	4.4	18	-2.3	-32
	Spelling	6.7	50	7.1	54	484	5.1	34	-1.6	-16
	Language	6.7	50	6.6	48	484	4.3	22	-2.4	-28
	Mathematics	6.7	50	6.5	46	484	5.4	26	-1.3	-24
	Total Battery	6.7	50	6.4	45	484	4.8	20	-1.9	-30
9	Reading	9.7	50	9.0	45	195	6.2	15	-3.5	-35
	Spelling	9.7	50	N.A.	54	195	N.A.	27	-	-23
	Language	9.7	50	9.3	47	195	5.5	17	-4.2	-33
	Mathematics	9.7	50	9.0	43	195	7.0	17	-2.7	-33
	Total Battery	9.7	50	9.0	44	195	6.4	15	-3.3	-35

*Tests administered:
Grades 1 and 2
Prescriptive Reading Inventory
Diagnostic Mathematics Inventory
Grades 3, 6 and 9
California Achievement Tests

North Carolina Annual Testing Program: 1977 - 1978

READING ACHIEVEMENT

Grade Equivalent Scores ★

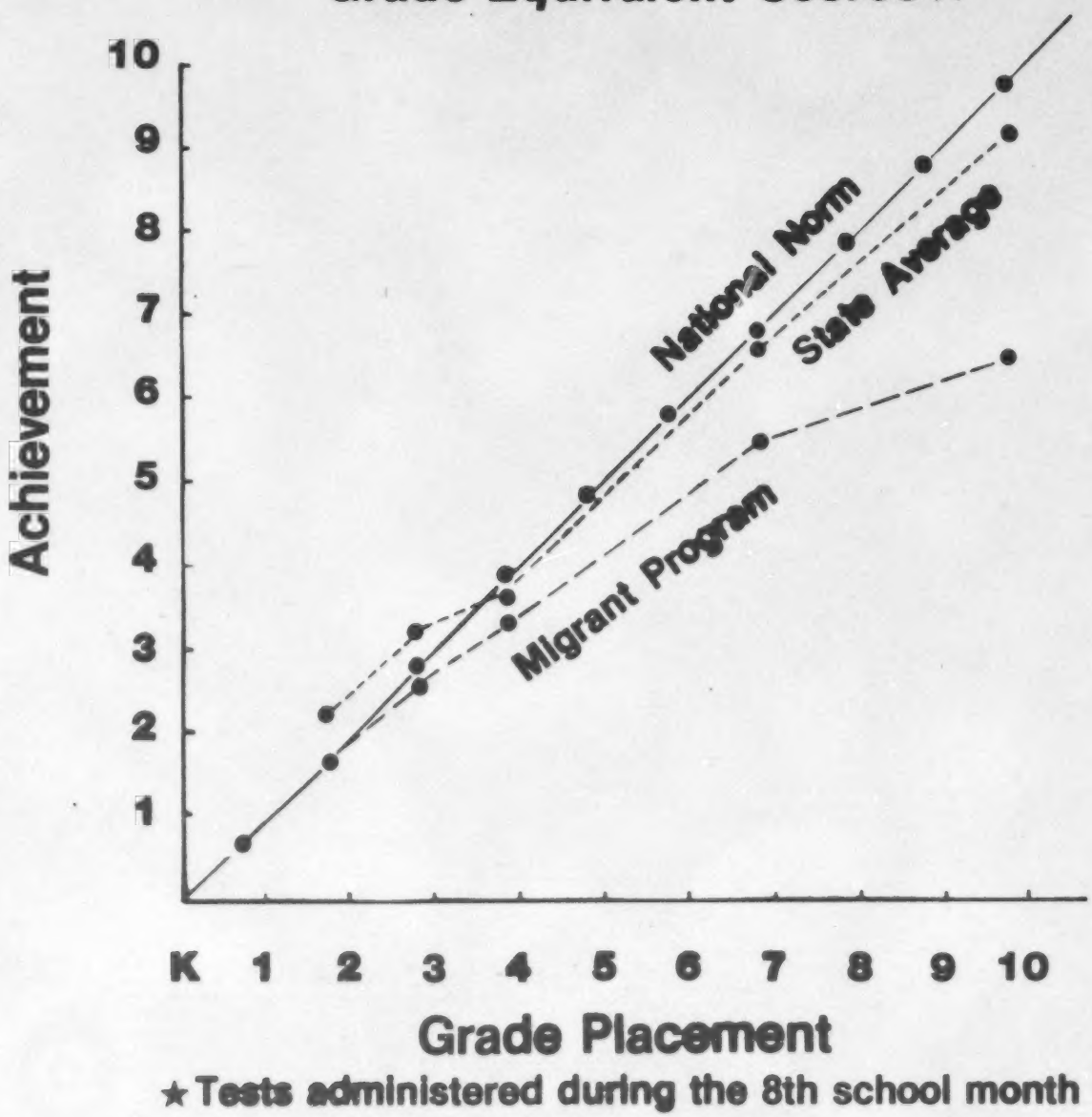


★ Tests administered during the 8th school month

North Carolina Annual Testing Program: 1977 - 1978

MATHEMATICS ACHIEVEMENT

Grade Equivalent Scores★



★Tests administered during the 8th school month

TABLE XIII

California Achievement Test: Reading

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	27	.6	1.1	.5
2	114	1.1	1.6	.5
3	145	1.9	2.9	1.0
4	162	2.0	3.5	.9
5	161	3.0	3.7	.7
6	151	3.4	4.3	.9
7	130	4.1	5.1	1.0
8	106	4.6	5.6	1.0
9	38	5.9	6.4	.5
10	22	5.9	6.5	.6
11	14	7.9	8.8	1.1
12	12	6.8	7.8	1.0

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XIV

Gates-MacGinitie Reading Test

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
2	39	1.4	2.0	.6
3	58	1.7	2.3	.6
4	46	3.2	3.5	.3
5	51	3.0	3.6	.6
6	57	3.4	4.0	.6
7	46	4.0	4.6	.6
8	45	4.5	5.1	.6
9	9	6.1	7.2	1.1
10	9	5.8	6.6	.8
11	9	4.2	4.8	.6
12	13	4.8	6.0	1.2

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XV

Iowa Test of Basic Skills: Reading

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	4	1.3	2.5	1.2
2	20	1.5	2.3	.8
3	20	2.4	3.0	.6
4	35	3.1	3.5	.4
5	43	3.6	4.8	1.2
6	20	4.1	5.4	1.3
7	21	5.2	5.4	.2

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XVI

Metropolitan Achievement Test: Reading

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
2	13	1.8	2.4	.6
3	16	2.6	3.6	1.0
4	14	3.0	3.8	.8
5	16	4.0	4.7	.7
6	19	4.7	6.3	1.6
7	17	5.0	6.0	1.0
8	17	5.9	8.8	2.9
9	8	6.0	9.6	3.6

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XVII

Stanford Achievement Test: Reading

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	40	.7	1.4	.7
2	62	1.6	2.4	.8
3	73	2.6	3.7	1.1
4	69	3.0	3.8	.8
5	56	4.0	4.8	.8
6	57	4.3	4.9	.6
7	25	5.1	5.9	.8
8	29	5.4	6.4	1.0
10	5	6.1	6.6	.5
11	3	6.0	6.5	.5
12	2	2.2	2.4	.2

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XVIII

Wide Range Achievement Test: Reading

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	7	.9	1.5	.6
2	3	2.9	3.6	.7
3	5	2.4	3.3	.9
4	1	2.7	3.9	1.2
5	7	3.6	4.3	.7
6	2	7.0	8.8	1.8
7	7	5.1	5.8	.7
8	2	5.2	5.9	.7

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XIX

Slosson Oral Reading Test

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	10	.2	1.3	1.1
2	9	1.6	2.1	.5
3	4	3.4	4.0	.6
4	1	.6	.8	.2
5	6	4.9	5.2	.3
7	1	6.8	7.7	.9
8	5	5.1	5.5	.4

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XX

Woodcock Reading Mastery Test

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	4	1.2	1.7	.5
2	12	1.6	2.0	.4
3	10	2.5	3.0	.5
4	11	3.0	3.6	.6
5	21	3.4	4.1	.7
6	14	3.0	3.6	.6
7	38	3.1	4.2	1.1
8	30	3.9	5.6	1.7
9	33	4.8	5.6	.8
10	13	5.3	7.2	1.9

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XXI

Silvaroli Word Recognition Test

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
2	35	1.4	2.0	.6
3	55	1.6	2.2	.6
4	41	2.2	3.0	.8
5	40	3.5	4.1	.6
6	56	4.1	4.8	.7
7	40	4.6	5.4	.8
8	44	5.2	5.9	.7

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

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TABLE XXII

Wide Range Achievement Test: Mathematics

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	7	.9	2.1	1.2
2	3	2.9	3.9	1.0
3	5	2.7	3.7	1.0
4	1	3.9	4.1	.2
5	7	3.6	4.3	.7
6	2	4.7	5.6	.9
7	7	5.0	6.0	1.0
8	2	4.9	6.2	1.3

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

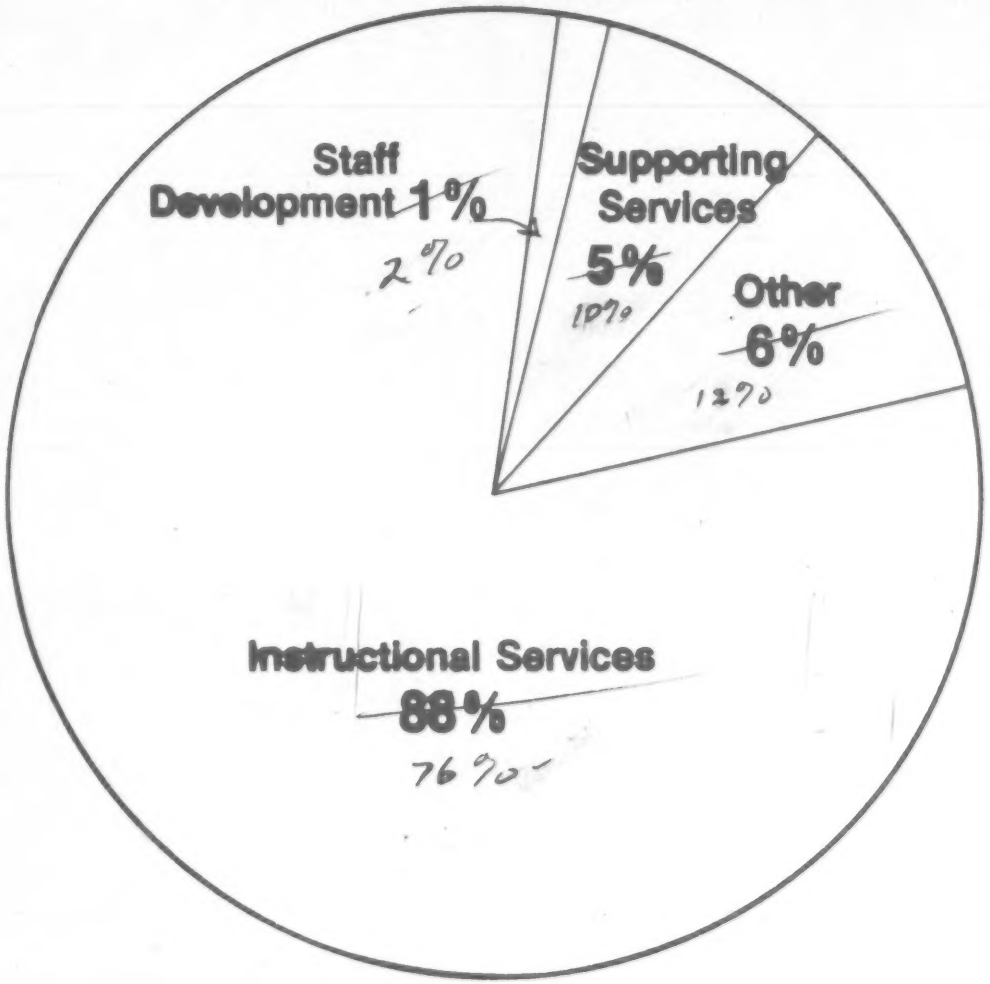
TABLE XXIII

California Achievement Test: Mathematics

Grade	Number of Students	Pre-test Means	Post-test Mean	Difference
1	4	.7	1.3	.6
2	35	1.3	2.2	.9
3	47	2.2	3.4	1.2
4	61	2.7	3.8	1.1
5	51	3.3	4.2	.9
6	58	4.1	3.6	- .5
7	65	4.4	5.5	1.1
8	44	5.0	6.0	1.0
9	32	6.3	7.5	1.2
10	46	6.3	7.6	1.3
11	23	7.4	8.2	.8
12	13	6.5	7.0	.5

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

MIGRANT
PROGRAM EXPENDITURES ★
~~1978~~ 1979



★ Total allocation for the ~~1978~~ 1979 fiscal year - $3,158,703. 3,831,233